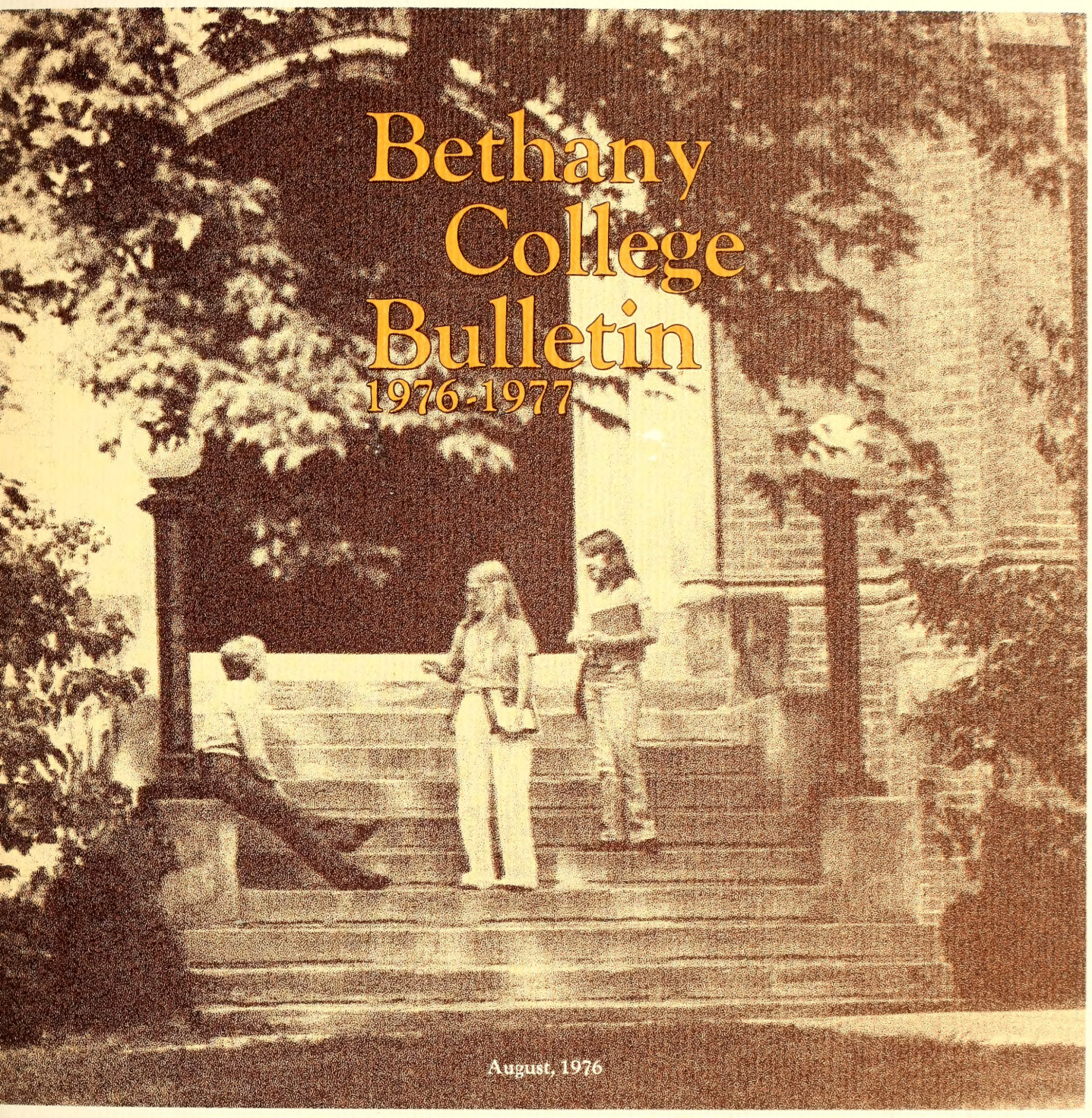




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Bethany College Bulletin

1976-1977

August, 1976

NOTICE OF NONDISCRIMINATORY POLICY

Bethany College admits students of any race, color, sex, religion, and national or ethnic origin to all of the rights, privileges, programs, and activities generally accorded or made available to students at the school. Bethany does not discriminate on the basis of race, color, sex, religion, and national or ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, athletic activities, or other school-administered programs.

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BETHANY

COLLEGE BULLETIN

1976-1977

BETHANY COLLEGE BULLETIN

Vol. LXIX

August 1976

No. 3

Second class postage paid at Bethany, West Virginia, 26032. Published five times a year in November, March, June, August, and September by Bethany College, Bethany, West Virginia.

College Calendar

1976-77

FIRST SEMESTER

August

- 29-30 Sun.-Mon. Orientation and evaluation for new students
31 Tues. Registration and Diagnostic Writing Test for all new students

September

- 1 Wed. Classes begin for all students
7 Tues. Last day for re-adjustment of schedules without academic and financial penalty; last day to add a course; and last day for credit/no credit.

October

- 2 Sat. Homecoming
21 Thurs. Final exam night for first-half semester courses
22 Fri. Last day of classes for first-half semester
23 Sat. Parents' Day
26 Tues. Mid-term grades due

November

- 13 Sat. Board of Trustees' meeting
15-23 Mon.-Tues. Registration for second semester
23 Tues., 4 p.m. Thanksgiving vacation begins
29 Mon., 8 a.m. Thanksgiving vacation ends

December

- 17 Fri. Last day of first semester
18-22 Sat.-Wed. Final exam period
29 Wed. Final grades due

January

- 3-28 Mon.-Fri. January Term classes
28-29 Wed.-Thurs. Senior Comprehensive Exams (written)
31 Mon. Faculty meeting

SECOND SEMESTER

February

- 1 Tues. Registration and Diagnostic Writing Test for all new students
2 Wed. Classes begin for all students
8 Tues. Last day for re-adjustment of schedules without academic and financial penalty; last day to add a course; and last day for credit/no credit.

March

- 3 Thurs. Founders' Day
24 Thurs. Final exam night for first-half semester courses
25 Fri. Last day of classes for first-half semester
25 Fri., 4 p.m. Spring vacation begins
29 Tues. Mid-term grades due

April

- 4 Mon., 8 a.m. Spring vacation ends
17 Sun. Writing Qualification Tests
14 Thurs. Honors Day
25-29 Mon.-Fri. Registration for first semester 1977-78

May

- 1 Sun. Writing Qualification Tests
6-8 Fri.-Sun. Spring Festival and Parents' Weekend
7 Sat., 8 a.m. Reading period begins for seniors
9 Mon. Senior grades due
16-17 Mon.-Tues. Senior Comprehensive Exams (written)
18-21 Wed.-Sat. Senior Comprehensive Exams (oral)
21 Sat. Alumni Day
24 Tues. Last day of second semester
25-27 Wed.-Fri. Final exam period
26 Thurs., 1 p.m. Final faculty meeting
27 Fri. Board of Trustees' meeting
27 Fri., 8 p.m. Baccalaureate
28 Sat., 10 a.m. Commencement
31 Tues. Final grades due

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BETHANY



A STUDENT'S CHOICE



Bethany.
A college and a community.



Bethany.
A worldly citadel of learning and a tree-lined
country town.





Bethany.

A college and a community interacting — making it a very special place to live and to learn.

Snuggled in the rolling foothills of the Allegheny Mountains, Bethany offers all of the scenic beauty that is to be found anywhere.

You notice it immediately. More trees than people. More wilderness than reinforced concrete. More trails than highways. More hills than buildings.



If ever there was a place to go camping or hiking, it is Bethany. The campus sits amidst 1,600 acres of college-owned West Virginia timberland.

About 300 acres are developed. Academic buildings, residence halls, administrative offices, recreational facilities — all of the things that make a college.

The surrounding 1,300 acres remain much as they were when Bethany was founded 136 years ago. Green. Vibrant. Only nature has changed them.

Bethany is a melting pot for students and faculty coming from 30 states and 15 foreign countries. They bring excitement and sophistication to a picturesque small town.





The intimate relationship of Bethany, the town, and Bethany, the college, allows for an easy interaction of students and faculty. Often what's started in the classroom is finished outside it. Insight often comes in that informal, after-class meeting between professor and student that is so much a part of a Bethany education. Faculty homes, fraternity and sorority houses, dorm lounges, a local pub — these too are Bethany classrooms.





Life at Bethany means first-hand acquaintance with many of the famous personalities of our time. Senator Robert C. Byrd, Julian Bond, Jack Anderson, Art Buchwald, John Kenneth Galbraith, Allen Ginsberg, and Roger Mudd were here recently. Before them were Ralph Nader, Dick Gregory, George McGovern, Nelson Rockefeller, Lyndon Johnson, John F. Kennedy, and many more.

Entertainment is first-rate: The Pittsburgh Symphony Chamber Orchestra, Jose Feliciano, Kool and the Gang, the Pittsburgh Ballet, Eagles, Jose Greco, Charlie Daniels Band, Harry Chapin, Stan Kenton and His Orchestra, North Carolina Dance Theatre, Jesse Colin Young, David Steinberg, Billy Joel, John Sebastian, Barry Manilow, and many more.



Eight to ten student dramas, involving nearly a third of the campus community every year, are performed in Bethany's modern Wailes Theatre. The male chorus, choir, band, and special student jazz and chamber music groups offer numerous concerts.

At Bethany there really is the opportunity for a chemist to act in a play, for a writer to play intercollegiate soccer, for an artist to work with computers, for a sociologist to live on a farm, for a psychologist to tour with the choir, for a philosopher to edit the campus literary magazine.



Your academic program at Bethany will be far different from that of your friends at other colleges. A new curriculum for the decade of the seventies insures this. If you choose, you'll be given the opportunity to develop your own academic program. You'll find that much of your work demands involvement with the non-academic world and with cultures other than your own.

Bethany's special January term — a free month between semesters — allows for fascinating travel and work-study courses. Each January several student groups, under the guidance of one or two faculty members, spend three to four weeks in such countries as England, India, Spain, and France, examining another culture first-hand.

For others January has meant working in counseling centers, welfare agencies, law offices, hospitals, churches, community centers, courthouses, and minority opportunity programs, to name a few.



Located 40 miles southwest of Pittsburgh, Bethany is just an hour away from the nation's third largest corporate business headquarters. Many Bethany students have taken advantage of the opportunity to intern full-time for a month with such firms as U.S. Steel and PPG Industries and with such worldwide advertising and public relations firms as Marsteller, Inc., and Ketchum, McLeod and Grove.

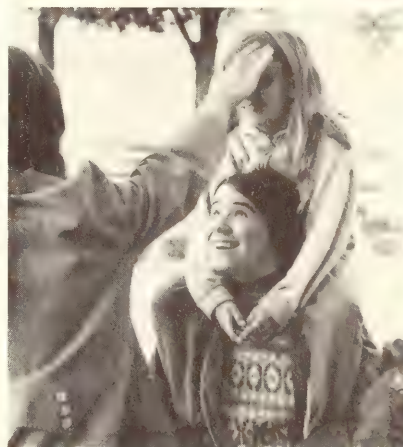


Pittsburgh is also a readily available entertainment center, with such attractions as the Heinz Hall for the Performing Arts, Three Rivers Stadium for professional sporting events, and Syria Mosque for top-name musical groups.

Famous Oglebay Park, just 12 miles south of Bethany, is a complete recreational center — golf courses, tennis courts, ski slopes, riding stables, museums, nature trails, boating facilities, and more. The nearby Towngate Theatre offers some of the finest drama in the area.

And Bethany has it all — first-run movies, drama, outstanding guest speakers, in-depth conferences on current issues, sports facilities, well-equipped learning and research centers, and, most importantly, a top-notch faculty — many who are experts in their field.



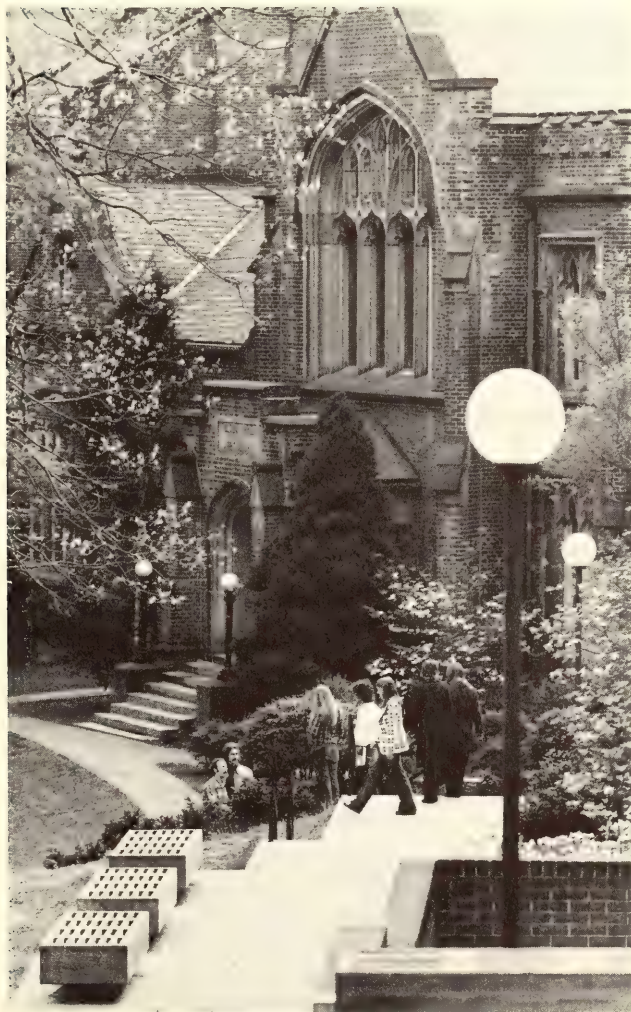


It's a very special way of life at Bethany. Come to visit us before you decide which college to attend. It's the best way to see how Bethany differs from the large university and other small colleges.

BETHANY



BETHANY PROFILE



HISTORY

Bethany was established as a private educational foundation, chartered under the laws of then undivided Commonwealth of Virginia on March 2, 1840, more than two decades before West Virginia became a state. The charter was written by Alexander Campbell, a celebrated debater, Christian reformer, and educator, who not only provided land for the campus and \$15,000 toward the first building, but also served as Bethany's first president until his death in 1866.

Bethany's traditions are derived from the University of Glasgow in Scotland, where Campbell studied before coming to America in 1809, and from the University of Virginia, from which Campbell gleaned much of the College's original curriculum and faculty.

Since its inception, Bethany has remained a four-year private college affiliated with the Christian Church (Disciples of Christ). This religious body, of which Campbell was one of the principal founders, continues to support and encourage Bethany, but it exercises no sectarian control.

LOCATION

Bethany is located in the northern panhandle of West Virginia, a narrow tip of land between Ohio and Pennsylvania. This special location in the rolling foothills of the Allegheny Mountains puts Bethany near several large cities. To the northeast, just 40 miles away, is the major urban and cultural center of Pittsburgh. Fifteen miles to the southwest is Wheeling, W. Va., the dominant northern city in the state and location of Oglebay Park, one of the nation's best-known summer and winter resorts.

ACCREDITATION AND MEMBERSHIPS

- North Central Association of Colleges and Secondary Schools
- Association of American Colleges
- American Council on Education
- College Entrance Examination Board
- American Association of Colleges for Teacher Education
- National Council for the Accreditation of Teacher Education
- Board of Higher Education of the Christian Church (Disciples of Christ)
- Women graduates are eligible for membership in the American Association of University Women.

ENROLLMENT

Each year Bethany students — approximately 650 men and 530 women — represent some 30 states and 15 foreign countries. The majority come from Pennsylvania, New Jersey, New York, Ohio, Connecticut, Maryland, and West Virginia. Nearly 90 per cent of the student body is from out-of-state.

CURRICULUM

In December 1971 a new curriculum was adopted for Bethany students. Called the Bethany Plan, it provides not only for a classroom-based program but for an experience-based program as well. It is a recognition that the classroom is not the only place for meaningful education.

The Plan provides for a close student-faculty relationship. In consultation with a faculty advisor, the student is asked to design or to help plan an educational program to satisfy his or her personal goals. It encourages students to develop their own special course of study. Chapter six discusses this curriculum in detail.



GOALS

The educational program is designed to help each Bethany student realize seven goals:

- 1) to discover how to acquire, evaluate, and use knowledge
- 2) to master the skills of communication
- 3) to cooperate and collaborate with others in study, analysis, and formulation of solutions to problems
- 4) to understand contemporary issues and events
- 5) to analyze personal values, to perceive and to deal sympathetically with the values of others, and to be open to the continued evaluation of both
- 6) to make progress toward the selection of and the preparation for a vocation
- 7) to integrate the varied experiences of life and to see the relationship of the college experience to future development as a responsible citizen.



EDUCATIONAL RESOURCES

Substantial resources are invested in the education of Bethany students. The gross assets of the College on June 30, 1975, totaled \$26,579,432. Facilities and equipment at book value were \$13,670,007, with a replacement value of approximately \$33,000,000. The market value of all endowment funds was \$10,510,220.

Bethany College is rich in both heritage and facilities because of the generosity of its many benefactors, including the Cochran family, the Phillips family, Halford Morlan, the R. R. Renner family, the David Steinman family, the Benedum Foundation, the Kresge Foundation, the United States Department of Health, Education, and Welfare and the Department of Housing and Urban Development, and countless others who believe in a Bethany education.

More than 30 academic, administrative, and residential buildings dot Bethany's campus.

Pendleton Heights (1841) was built during the college's first year by W. K. Pendleton, a member of the first faculty and second president of the College. Today it serves as home for Bethany's president. Pendleton Heights is listed in the "National Register of Historic Places."

Old Main (1858) is the central unit of Bethany's academic buildings. Its tower dominates the campus and is the chief architectural feature noted as one approaches the College. Old Main is listed in the "National Register of Historic Places." The building is one of the earliest examples of collegiate Gothic architecture in the United States.

Commencement Hall (1872) provides the setting for convocations, concerts, lectures, dramatic presentations, and other gatherings. Studios and classrooms for the art department occupy the ground floor of the building. It was remodeled in 1924.

Cramblet Hall (1905) was constructed through a gift from Andrew Carnegie. Originally the library, it was remodeled in 1961 to house Bethany's administrative offices. It is named in honor of two presidents of the College, Thomas E. Cramblet and his son, Wilbur.

Cochran Hall (1910) was originally built as a men's residence facility by Mark M. Cochran of the class of 1875. The interior of the building was completely remodeled during 1974-75 to serve as a faculty office and student conference center. Today it houses eight academic departments of the College and numerous administrative offices.

Oglebay Hall (1912), a gift of Earl W. Oglebay of the class of 1869, accommodates the laboratories and classrooms for the biology and psychology departments.

Irvin Gymnasium (1919), a gift of the Irvin family of Big Run, Pa., serves as a physical education center for men and women. It contains a modern dance studio.

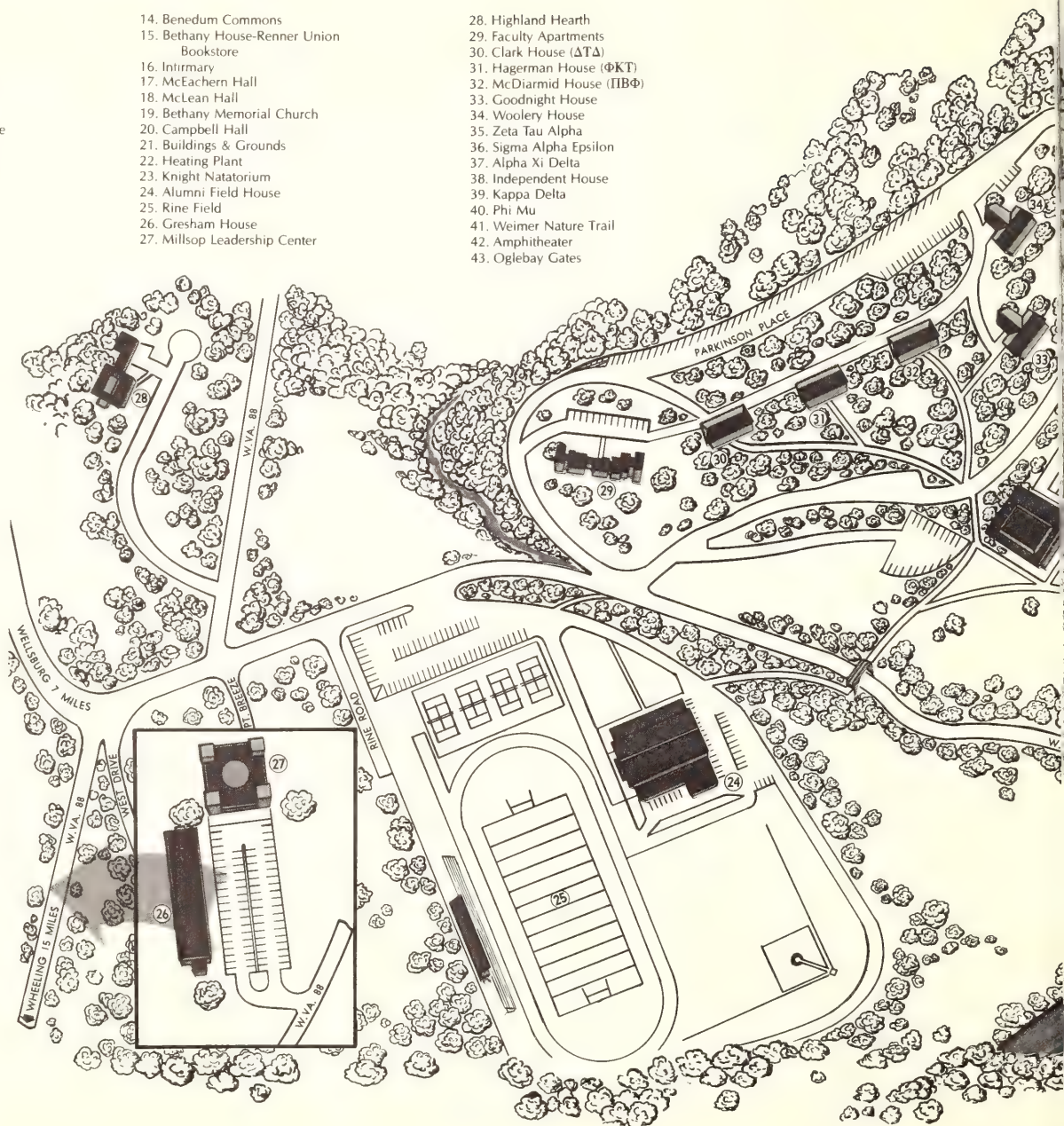
BETHANY

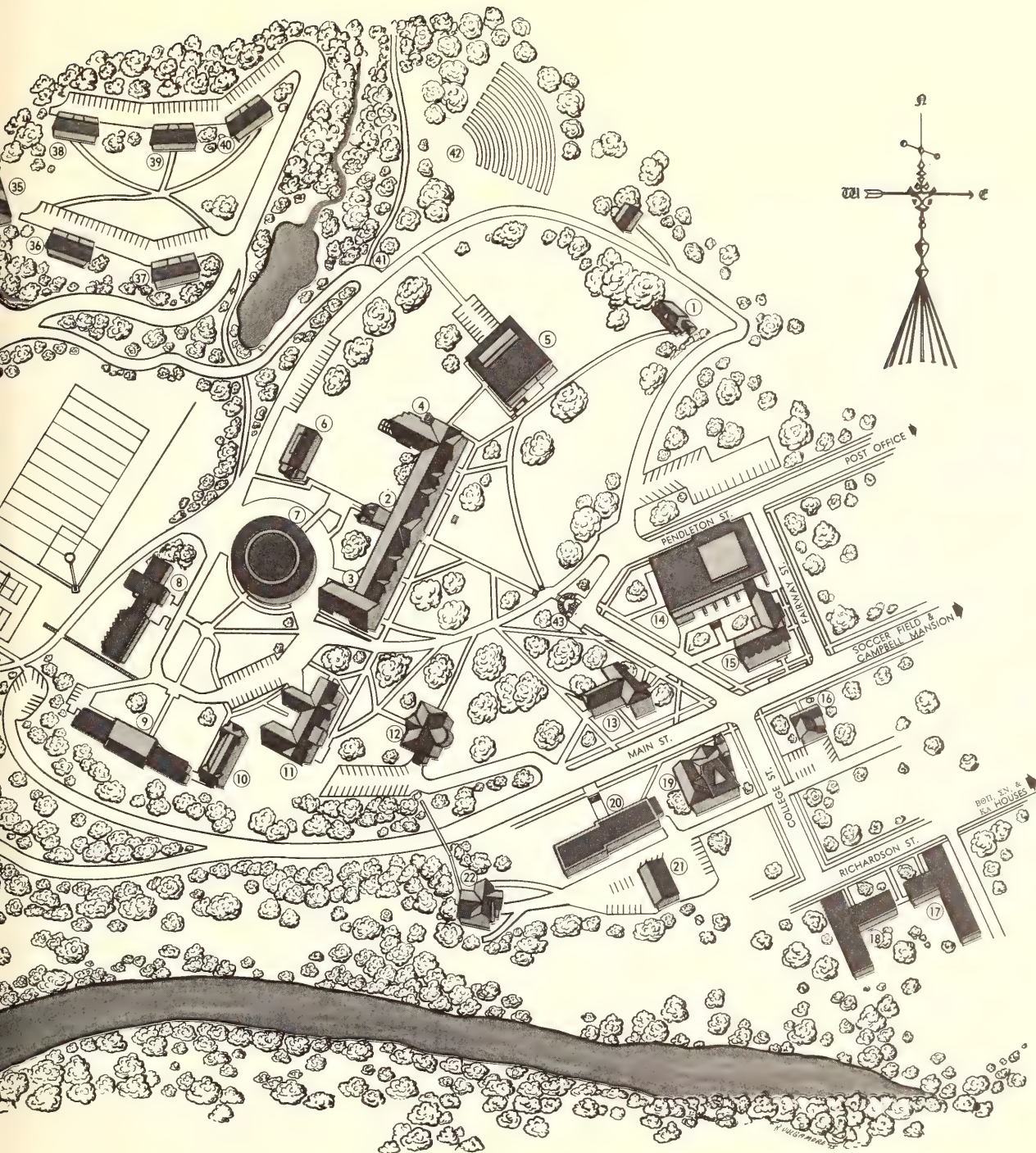
1. Pendleton Heights
2. Old Main
3. Commencement Hall
4. Oglebay Hall
5. Steinman Fine Arts Center
Wailes Theater
6. Irvin Gymnasium
7. Richardson Hall of Science
Weimer Lecture Hall
8. Phillips Memorial Library
9. Morlan Hall
10. Harlan Hall
11. Phillips Hall
12. Cramblet Hall
13. Cochran Hall

14. Benedum Commons
15. Bethany House-Renner Union
Bookstore
16. Infirmary
17. McEachern Hall
18. McLean Hall
19. Bethany Memorial Church
20. Campbell Hall
21. Buildings & Grounds
22. Heating Plant
23. Knight Natatorium
24. Alumni Field House
25. Rine Field
26. Gresham House
27. Millsop Leadership Center

28. Highland Hearth
29. Faculty Apartments
30. Clark House ($\Delta T \Delta$)
31. Hagerman House ($\Phi K T$)
32. McDiarmid House ($\Pi B \Phi$)
33. Goodnight House
34. Woolery House
35. Zeta Tau Alpha
36. Sigma Alpha Epsilon
37. Alpha Xi Delta
38. Independent House
39. Kappa Delta
40. Phi Mu
41. Weimer Nature Trail
42. Amphitheater
43. Oglebay Gates

Scale: 1" = 100'





Renner Union-Bethany House (1948) is the student union. Here are found the campus radio station, the college bookstore, bowling lanes, a student photographic darkroom, music listening rooms, a spacious lounge, and the offices of the admission director. The alumni joined in 1969 with the R. R. Renner family of Cleveland, Ohio, to remodel this facility completely.

Alumni Field House (1948) provides physical education facilities for men and women. It is also used for concerts and commencements. Adjacent to the field house are football and baseball fields, tennis courts, and a quarter-mile track.

Richardson Hall of Science (1964) provides facilities for the chemistry, physics, and math departments and houses the computer center. It is named for Robert Richardson, Bethany's first science professor.

John J. Knight Natatorium (1967) contains a six-lane, 25-yard, heated pool which is used in the physical education program and for intercollegiate competition. It is named for John J. Knight, long-time director of athletics. Four tennis courts are located next to the natatorium.

Benedum Commons (1969) is the modern, air-conditioned dining facility for all Bethany students. In addition to the main dining room, the building houses a snack bar, lounge facilities for parents and other guests, and several small dining rooms for special student and faculty events.

David and Irene Steinman Fine Arts Center (1969) houses the education, music, and theatre departments. A fully-equipped theatre occupies the centermost portion of this building. The music department consists of teaching studios, studio-classrooms, a general rehearsal room for the larger choral and instrumental groups, and individual practice rooms.



Thomas E. Millsop Leadership Center (1972) houses offices, seminar rooms, exhibition areas, and a 123-seat circular conference room for continuing education activities. The center offers a regular series of conferences, seminars, and workshops for education, business, and professional groups. It is a memorial to the former president and chairman of the National Steel Corporation.

Gresham House (1972) is the Millsop Center's adjoining guest facility which provides 41 rooms for overnight accommodations for visitors coming to the College. It is named for Dr. Perry E. Gresham, Bethany's twelfth president, and his wife, Aleece.

RESIDENCE HALLS

Harlan, Morlan, Phillips, and Campbell are the largest dormitories on the Bethany campus. Since 1966, Bethany has moved toward small, self-governing living units, each accommodating approximately 32 students and containing social and recreational facilities.

Recently six small residence units were constructed on the wooded north slope of the campus. These units house fraternities, sororities, and independent men.

PHILLIPS MEMORIAL LIBRARY

The T. W. Phillips Memorial Library, built in 1961, contains more than 128,000 volumes of books, recordings, and bound periodicals. Supplementary collections include microforms, pamphlet files, selected government documents, and a circulating art print collection. The library's periodicals holdings number 698 titles of which 587 are currently received.

The staff of three professional librarians and their clerical assistants are readily available to assist with any information or reference need. The library is open 95 hours a week.

Through membership in the Pittsburgh Regional Library Center, the research collections and reference services of the colleges, universities, and special libraries of

the nearby Pittsburgh area are available to Bethany faculty and students. A similar interlibrary program exists among West Virginia's colleges and universities. Materials can also be obtained on loan from other libraries across the country for faculty and honors students.

Many personal libraries and collections have been received from alumni and friends of the College.

The library has on loan one of the finest private ornithological book collections in America. Foremost in the collection is John J. Audubon's elephant folio, *Birds of North America*, which includes many of his original manuscripts.

The Campbell Room contains books, periodicals, letters, paintings, photographs, and museum pieces related to Bethany's first president, Alexander Campbell, his Bethany associates, and his family. It is an important research collection not only for the history of the College and the religious movement that Campbell founded but also for regional and intellectual history of the nineteenth century.

MEDIA CENTER

The Media Center, housed in Phillips Memorial Library, provides instructional media materials and equipment for use in the classroom and by individual students and clubs. The center also has production facilities for slides, audio and video tapes, filmstrips, and transparencies, and for dry mounting, laminating, and high speed duplication of materials.

An individualized instructional media lab was opened in 1975. In addition to providing individual supplemental classroom learning experiences, remedial and refresher programs in reading, mathematics, and other fields are available. The lab, which is open more than 75 hours a week, has the latest media equipment including cable television, tape recorders, projectors, language lab units, and business and scientific calculators.



BETHANY



COLLEGE LIFE

At Bethany, education is a total experience of living and learning. The problem is not getting into things, but in choosing activities wisely and learning to say "no" to things that will not be as beneficial.

Bethany assumes the mature and responsible citizenship of its students. The College believes that the capacity to handle the obligations of freedom is enlarged when as much liberty as possible is granted in the ordering of college life. Students make their own decisions about life-styles. College officials intervene only when the rights and privileges of some are threatened by the actions of others.

Students not only have a great deal of personal freedom, but they work together with faculty and administrators in deciding Bethany's destiny. Doors are always open. There is such a sense of ownership by both those who learn and those who teach that the term "Bethanian" has come to mean a special sense of pride.

STUDENT GOVERNMENT

The Student Board of Governors, with representatives from all residence groups, manages a substantial budget and appropriates funds for many diverse student activities. Representatives are appointed to many faculty committees including those concerned with curricula, cultural programs, schedules, athletics, religious life, international education, and the library.

Residence halls form the primary political groups for self-government. Fraternities, sororities, and house associations accommodate all upperclassmen in small self-governed units. These students are responsible for their conduct; cultural, academic, and social programming; and care of the facilities. Shortly after arrival, freshmen also organize and send representatives to student government.



STUDENT REGULATIONS

A complete description of the regulations pertaining to housing, telephones, dining rooms, health services, motor vehicles, use of alcoholic beverages and drugs, eligibility requirements, and other areas of student life are contained in the *Student Directory*. However, applicants for admission should know the following in advance:

- 1) With the exception of commuters (i.e., married students or students living with parents) all students are required to live in College residence halls or fraternity or sorority houses unless excused by the dean of students.
- 2) All students, except commuters, are required to board in the College dining hall unless excused by the dean of students. No refunds are granted for meals missed.
- 3) Freshmen are not permitted to bring automobiles to Bethany unless approved by the dean of students and properly registered.

RESIDENCE LIFE

The majority of Bethany residences are small, self-governed living units, including 11 home-like, 32-bed houses on the wooded slopes opposite the main campus. In all, the College maintains 21 housing units.

Fraternities, sororities, and independent-house associations constitute the primary social groups on campus. Each association or fraternal group is responsible for arranging its cultural, recreational, and social experiences and for deciding its own internal discipline. Houses are also responsible for organizing day-to-day, house-keeping chores and for working closely with the College in developing a decor that suits the group living style.

Freshmen live in the larger dorms, but are granted many of the same freedoms and responsibilities of the upperclassmen. Head residents and student resident assistants give a great deal of leadership and counsel the first semester, but by the second semester freshmen are on their own.

The seven fraternities and five sororities at Bethany are nationally affiliated and constitute approximately 50 per cent of the student body. Interfraternity Council and Panhellenic Council, composed of representatives from each of the fraternities and sororities, act as the coordinating agencies in fraternal affairs and activities.

The fraternities represented are Alpha Sigma Phi, Beta Theta Pi, Delta Tau Delta, Kappa Alpha, Sigma Alpha Epsilon, Phi Kappa Tau, and Sigma Nu. The sororities are Alpha Xi Delta, Kappa Delta, Pi Beta Phi, Phi Mu, and Zeta Tau Alpha.

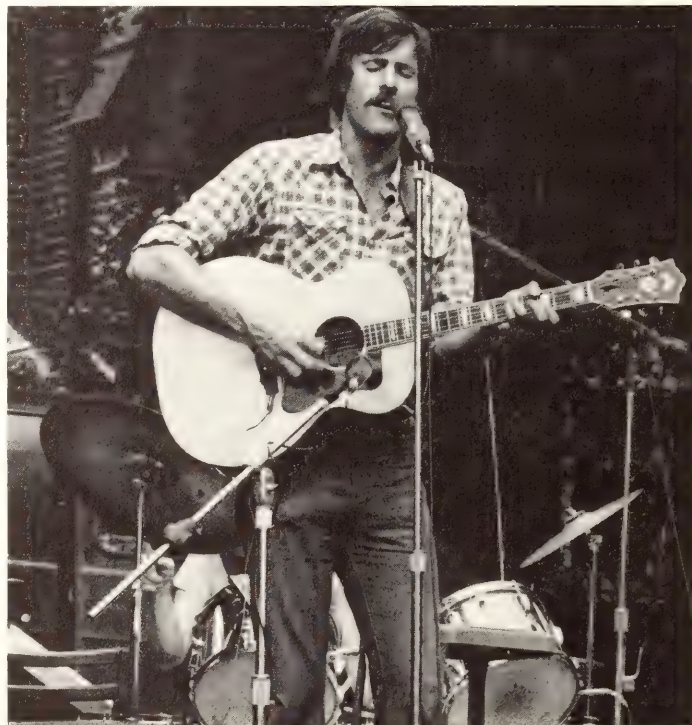
SOCIAL LIFE

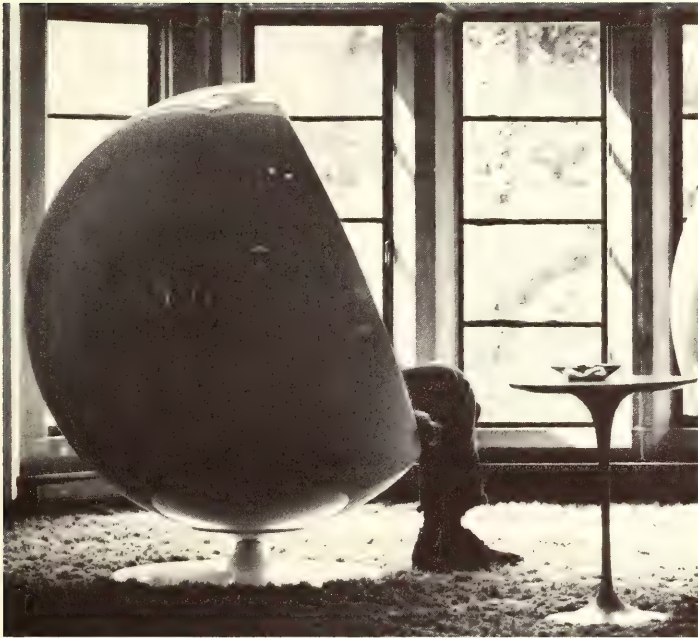
Much of the social life at Bethany is casual. It may be a coffee date at Renner Union, an evening of bowling or swimming, or a mid-week sporting event. Any night of the week friends can be found studying together at the library

or a dorm lounge. Athletics, theatre, movies, concerts, coffee-house programs, and parties fill many weekends.

The student-run College Union Program Board brings numerous big-name concerts to campus. Last year, Lester Lanin and His Orchestra played for homecoming while the Charlie Daniels Band, David Steinberg, and Doug Henning appeared on successive days for spring weekend.

Some of the other entertainers to appear during the year were Doug Kershaw, Jose Feliciano, Jessie Colin Young, Batdorf and Rodney, and the Outlaws. Maxwell's Coffee House featured such performers as Bob White, Delaware Water Gap, Debby McClatchey, and Robin Williams.





CULTURAL ACTIVITIES

Faculty and students working together on the Cultural Activities Committee provide a wide variety of cultural events.

Prominent speakers coming to campus recently were CBS newsman Roger Mudd, poet Allen Ginsberg, authors Alex Haley and John Wallace Spencer, and attorney Mark Lane.

Cultural events this past year included the North Carolina Dance Theatre in Residence, singer Tom Chapin, harpsichordist Frances Cole, violinist Nina McGowan, pianist Oliver Manning, and the Pittsburgh Symphony Chamber Orchestra. In addition, the Oratorio Chorus presented its annual performance of Handel's *Messiah*.

Numerous art and photographic shows, including the annual Bethany Fall Art Exhibition, were displayed in Renner Union Lounge. Student and faculty shows were exhibited throughout the year.

Besides the regular Friday and Saturday-night schedule of first-run movies, numerous foreign and experimental art films were shown during the year.



THEATRE

Drama is one of the most important co-curricular activities at Bethany. Nearly one-fourth of the last senior class participated in a production while at Bethany. Often acting, directing, playwriting, and producing are correlated with courses in the theatre department. However, non-theatre majors have every opportunity to participate.

Most of the productions are staged in Wailes Theatre of the Steinman Fine Arts Center. The theatre seats 300 people and has a fully equipped workshop. Most plays are given three or four times.

Last year's productions included *Of Mice and Men*, *The Great God Brown*, *Cat on a Hot Tin Roof*, *Hot'l Baltimore*, *The Little Foxes*, and *Can Can*.

MUSIC

There is a wide range of musical groups on campus in both the vocal and instrumental fields.

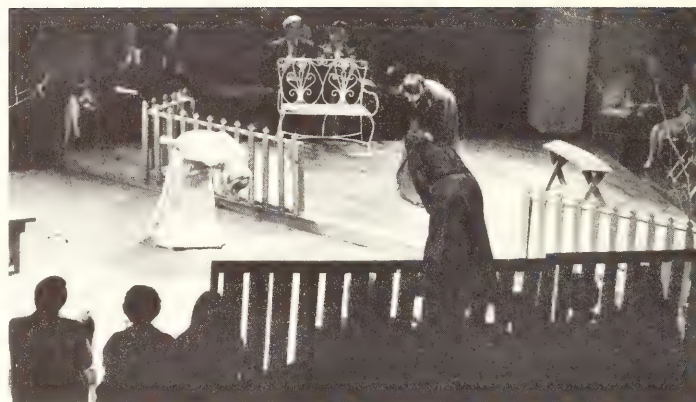
The Concert Choir performs on campus and goes on tour each spring. The repertoire consists primarily of serious sacred and secular works of many periods. There is opportunity within the choir itself for the formation of smaller ensembles to cultivate special types of repertoire, such as madrigals.

The Male Chorus consists of 36 voices. The repertoire is varied, with emphasis on serious works. When practicable, there is a spring tour.

Members of the Concert Choir, the Male Chorus, and others in the community form the Oratorio Chorus which annually presents Handel's *Messiah*.

The College Band performs at athletic contests and for special occasions throughout the year. Band members attend an instrumental seminar each fall before the opening of school.

The Brass Choir appears in formal convocations and in concerts. It is open to qualified players by audition as vacancies occur.



Chamber Music is provided by woodwind quintets, string quartets, and smaller ensembles that develop annually and are open to all who play orchestral instruments.

There is opportunity for proficient orchestral musicians, especially string players, to play in the Wheeling Symphony. To be admitted into this orchestra one must audition with the Symphony's director.

PUBLICATIONS AND RADIO-TV

Student-produced publications include a campus newspaper, *The Tower*; a yearbook, *The Bethanian*; a literary journal, *The Harbinger*; a foreign language periodical, *The Polyglot*; and a magazine, *The Folio*. There is also a campus radio station, WVBC-FM, and a campus television station, Cable 3.

All of these media are under the supervision of the Board of Communications which is chaired by the student body president. The board includes the student editors and business managers of all publications, the general manager and program director of the radio and television stations, and members of the faculty and administration.

INTERCOLLEGIATE ATHLETICS, INTRAMURALS, AND RECREATION

Men's intercollegiate sports include baseball, basketball, cross country, football, golf, lacrosse, soccer, swimming, tennis, track, and wrestling.

Women's intercollegiate sports include basketball, field hockey, lacrosse, tennis, and volleyball.

Bethany is a member of the Presidents' Athletic Conference which also includes the following schools: Allegheny, Carnegie-Mellon, Thiel, and Washington & Jefferson in western Pennsylvania; and Case-Western Reserve, Hiram, and John Carroll in Ohio. Membership is also held in the National Collegiate Athletic Association and the National Association of Intercollegiate Athletics.

Athletic recreation is provided for the entire student body through an extensive intramural program. Men's intramural sports include basketball, bowling, cross country, football, golf, handball, horseshoes, softball, swimming, table tennis, tennis, track, volleyball, and wrestling. Women's intramural sports include archery, basketball, field hockey, football, swimming, tennis, and volleyball. The director of intramural athletics supervises the program.



Bethany encourages students to develop skills in recreational activities that may be continued through life. In addition to the usual team sports, staff instruction is available in archery, badminton, horseback riding, swimming, golf, tennis, camping techniques, jogging, body mechanics, bowling, dancing, and gymnastics.

There are many opportunities available for students who wish to pursue recreational interests. The 1,600 acres of College land provide a natural setting for hiking and nature study. The Wilderness Club provides for camping, backpacking, and rafting. Ski slopes and riding stables are available at nearby Oglebay Park. The Dutch Fork Hunt Club invites students to go fox hunting from September through February. Local farmers are willing to board horses. Three public, 18-hole golf courses, including one of Robert Trent Jones design, are located within 10 miles of campus.

STUDENT HEALTH SERVICES

All students entering Bethany for the first time are required to submit a completed physical examination form before registration. After arrival, the College health service is maintained by student fees, and all students are entitled to infirmary privileges as in-patients and out-patients.

The Bethany infirmary is on 24-hour call for illnesses and injuries which occur during the academic year. Medical service is not available at the infirmary during vacations and recess periods. Students who suffer serious illnesses and accidents are usually treated at the Wheeling Hospital, located 15 miles from the town of Bethany which maintains ambulance service for emergencies.

The College physicians have regular office hours each weekday morning during the school year for free consultation. In case of an emergency operation, when the parents cannot be reached, the dean of students, upon the recommendation of the College physician, assumes the responsibility of giving permission for operations.

Bethany provides medical, surgical, and hospitalization insurance. All students are automatically included in the coverage from September 1 to August 31 and are charged accordingly unless the appropriate waiver is forwarded to the Business Office. Expenses for outside consultation and treatment are the responsibility of the student in all cases when not covered by insurance.

RELIGIOUS LIFE

A wide variety of religious backgrounds is represented in the student body and faculty. While participation in religious concerns is entirely voluntary, there are substantial opportunities for religious exploration and participation on campus.

Many students find in Bethany Memorial Church an opportunity for expression of their religious faith. The minister of this church, who is also the College chaplain, is available to students for counseling and advice on personal and religious matters.

The Bishop of the Wheeling Diocese of the Roman Catholic Church provides a chaplain for Catholic students. He is available on a weekly schedule for counseling, in addition to the celebration of the Mass each Sunday and on Holy Days.

The Jewish fellowship meets frequently for worship and study. Jewish congregations in Steubenville and Wheeling sponsor the fellowship and entertain Jewish students for the high holidays.

ADVISING AND COUNSELING

Bethany recognizes the need to provide its entering students with an introduction to their work in new surroundings and therefore requires freshmen to come to the campus several days before the formal registration of other students. The orientation period is planned not only to introduce the students to the College but also to introduce the College to the students.

From the beginning of their collegiate career, students are assigned a faculty advisor. Through the Bethany Plan curriculum, these advisors come into weekly seminar contact with their advisees. Thus, they have ample opportunity to observe student strengths and weaknesses in academic situations as well as in more relaxed and informal counseling situations.

After students choose a major field of concentration, they are then assigned to a faculty advisor in their chosen department. This advisor helps the student plan an academic program consistent with the aims and obligations of that department in a liberal arts education, and a program which is in keeping with the student's abilities, aptitudes, and aspirations.

The chief officer in charge of student advising and counseling, student welfare, and coordination of all student personnel administration is the dean of students. Members of his staff are available for help in all major areas of guidance, including post graduate and career planning.

ADVISORS

FOR FRESHMEN

Mr. Allen, Mr. Allison, Mr. Atkins, Mr. Buckelew, Mr. DeVaul, Mr. Draper, Mr. Engstrom, Mr. Folk, Mr. Grimes, Mr. Hagopian, Mr. Hudnall, Mr. Lester, Mr. Myers, Mr. O'Leary, Mr. Peirce, Mr. Perrine, Mr. Sandercox, Miss Slade, Mr. Smith, Mr. Thompson, and Mr. Thurston.

FOR FIELDS OF CONCENTRATION

ART	Mr. Kornowski
BIOLOGY	Mr. Larson
CHEMISTRY	Mr. Draper
COMMUNICATIONS	Mr. Carty
ECONOMICS	Mr. J. D. Davis
EDUCATION	Miss Slade
ENGLISH	Mr. Mitch
FINE ARTS	Mr. Taylor
FOREIGN LANGUAGES	Mrs. Cayard
HISTORY AND POLITICAL SCIENCE	Mr. Young
INTERDISCIPLINARY STUDIES	Mr. Grimes
MATHEMATICS	Mr. Allison
MUSIC	Mr. Hauptfuehrer
PHILOSOPHY	Mr. Myers
PHYSICAL EDUCATION	Mr. Goin
PHYSICS	Mr. Hudnall
PSYCHOLOGY	Mr. Peirce
RELIGIOUS STUDIES	Mr. Kenney
SOCIOLOGY	Mr. Hagopian
THEATRE	Mr. Judy



FOR CAREER INTERESTS

DENTISTRY	Mr. Draper
DRAMA	Mr. Judy
ENGINEERING	Mr. Hudnall
LAW	Mr. Young, Mr. Engstrom
MEDICINE	Mr. Draper, Mr. Larson
MINISTRY	Mr. Kenney
RADIO	Mr. Burrows
RECREATIONAL LEADERSHIP	Mr. Goin
SOCIAL WORK	Mr. Hagopian
TEACHING	Miss Slade
TELEVISION	Mr. Spizale
VETERINARY MEDICINE	Mr. Larson

FOR SPECIAL SERVICES

FOREIGN STUDENTS	Mr. Cunningham
GRADUATE FELLOWSHIPS AND SCHOLARSHIPS	Mr. Myers
MINISTERIAL TRAINING AWARDS	Mr. Sandercox
SOCIAL SECURITY AND VETERANS BENEFITS	Mr. Kurey
SOCIAL AND RECREATIONAL ACTIVITIES	Miss Nicholson
UNDERGRADUATE SCHOLARSHIPS	Mr. Bunnell
VOCATIONAL INFORMATION AND GUIDANCE	Mrs. Ault

PRE-PROFESSIONAL STUDY

ALLIED HEALTH PROFESSIONS

Students desiring to prepare for the study of medicine, dentistry, or any of the health related fields will find instruction and facilities at Bethany which satisfy the entrance requirements for the best professional schools.

The Medical College Admissions Test or the Dental Admissions Test, covering medical or dental school entrance requirements in chemistry, biology, and physics as well as the social sciences and humanities, must be taken in the junior year. A program furnishing the proper sequence of courses to adequately prepare students to take either of these tests requires that both beginning chemistry and biology be taken in the first semester of the freshman year.

The Committee of the Allied Health Professions disseminates information on the professional programs and entrance requirements in the various health related areas as well as writes letters of reference and helps students gain some experience in the matter of interviews.

PRE-LAW

Most law schools do not require specific undergraduate courses for entrance. Rather they expect the broadest possible educational background. They do, however, recommend that the prospective law student acquire skills in three basic areas: 1) effectiveness in the comprehension and expression of the English language, 2) insight into the understanding of human institutions and values, 3) creative power in thinking. Courses in English composition and literature, history, ethics, logic, economics, political science, sociology, and accounting are particularly useful in acquiring these skills.

PRE-ENGINEERING

Training in the sciences and humanities provides a good foundation for pre-engineering students, some of whom desire to transfer to an engineering school after carefully following the requirements of the engineering school they wish to enter.

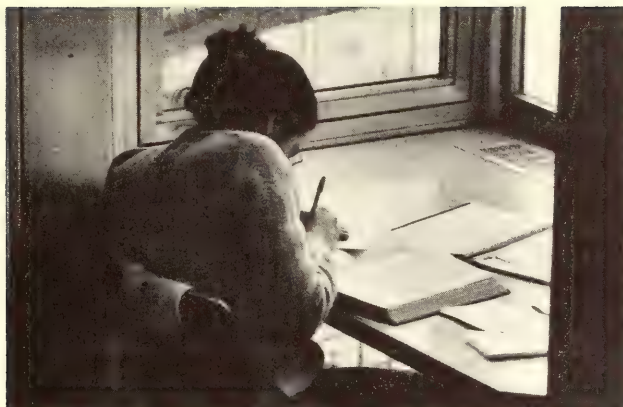
By cooperative arrangement with Columbia University, Georgia Institute of Technology, and Washington University, Bethany offers the first three years of a five-year course and arranges for the qualified student to transfer to one of these engineering schools for the last two years of undergraduate training. Upon completion of the five-year program, degrees from both institutions are granted. For more information about these programs, see page 59.

PROFESSIONAL CHEMISTRY

A thorough preparation for professional chemistry and a background in the liberal arts at Bethany conforms to American Chemical Society standards. Independent study introduces the student to the principles of research which aids in any contemplated graduate or industrial work following graduation.

PRE-THEOLOGICAL

Students who plan to enter church vocations are expected to complete their preparation in seminaries and graduate schools of religion after graduating from Bethany. Their undergraduate studies, therefore, are primarily liberal arts. Students elect courses which provide necessary pre-seminary studies in the natural and social sciences, the arts and humanities, and religion.



ACHIEVEMENT RECOGNITION

Bethany encourages achievement in scholarship and leadership in student affairs by public recognition at Commencement, Honors Day, Founders' Day, and on other suitable occasions.

GRADUATION HONORS

Students who have done academic work of unusual merit are graduated with honors: *Summa Cum Laude*, *Magna Cum Laude*, or *Cum Laude*. The awarding of honors is determined upon the basis of total quality points earned, standing in the Senior Comprehensive Examination, and the recommendation of the student's advisor.

Students who do unusually well on the Senior Comprehensive Examination are listed at graduation as having "passed with distinction."

DEAN'S LIST

At the end of each semester, students who have rated high academically are designated as "Students Distinguished in Scholarship." Often called the Dean's List, this distinction is determined by the Honors Committee.



SENIOR FELLOWSHIPS

Certain members of the junior class may be designated as senior fellows for the following year. The selection is made from students who have demonstrated unusual excellence in their field of concentration and who, by character and ability, can do special work in a department or area as an assistant in instruction or research.

Usually no more than 12 full-year senior fellowships and one senior fellowship *at-large* (or the equivalents) are awarded in any one year. Usually no more than one full-year appointment (or the equivalent) will be made in any one department or area. Although the title of *senior-fellow-at-large* is provided primarily for capable students involved in interdisciplinary programs, students in other fields of concentration may be nominated for this category.

The selection of senior fellows is made by the Honors Committee from nominations usually presented by department chairmen.

HONOR SOCIETIES

A number of honor societies have been established at Bethany through the years to recognize academic achievement and campus leadership.

GAMMA SIGMA KAPPA is a scholastic society founded at Bethany in 1932. Students who have achieved a cumulative scholarship index of at least 3.65 (over at least four consecutive semesters and provided that in no semester their scholastic index falls below a 3.00) may, upon recommendation of the Honors Committee, be considered for membership. Usually, however, not more than 10 per cent of any class will be recommended.

BETHANY KALON is a junior and senior society established in 1948 to give recognition to students of high character who have demonstrated competent and unselfish leadership in student activities and have been constructive citizens of the college community. Selection is made by the members of the society with the advice and approval of the Honors Committee.

ALPHA PHI CHAPTER OF BETA BETA BETA is a society for students of the biological sciences. Its purpose is to stimulate sound scholarship, to promote the dissemination of scientific truth, and to encourage investigation into the life sciences.

GAMMA UPSILON CHAPTER OF LAMBDA IOTA TAU. Lambda Iota Tau is an international honor society for the encouragement and reward of scholastic excellence in the study of literature. Membership is limited to juniors and seniors who have a cumulative scholarship index of 3.0, who have completed a minimum of 12 semester hours of literature courses with at least a 3.0 grade-point average in them and in all prerequisite courses, and who have presented a scholarly, critical, or creative paper which has been accepted by the chapter. Lambda Iota Tau is a member of the Association of College Honor Societies.

ALPHA CHAPTER OF OMICRON DELTA EPSILON, an international honor society in economics, was established in 1960 to recognize excellence in the study of economics. Membership is limited to students who have completed a minimum of 16 semester hours of economics, which must include either Economics 301 or 302, and who have achieved both a departmental and overall grade-point average of 3.25 or better.

BETA GAMMA CHAPTER OF ALPHA PSI OMEGA. Alpha Psi Omega is a national recognition society in dramatics. Students qualify by faithful work in playing major and minor roles or working with technical or business aspects of theatre.

MU EPSILON CHAPTER OF PHI ALPHA THETA was established at Bethany in 1967 to recognize excellence in the study of history. Its membership is limited to those students who have completed at least 12 hours of history with a grade-point average of 3.0 or better and with at least a 3.0 grade-point average in two-thirds of all other studies. Members must also rank in the upper 35 per cent of their class.

BETHANY CHAPTER OF THE SOCIETY FOR COLLEGIATE JOURNALISTS, a national recognition society in journalism, is designed to stimulate interest in journalism, foster the mutual welfare of student publications, and reward journalists for their efforts, service, and accomplishments.

KAPPA XI CHAPTER OF SIGMA DELTA PI is an honor society for those who attain excellence in the study of the Spanish language and the literature and culture of the Spanish peoples. Students who are at least second semester sophomores and have a high scholastic index and who have completed at least one course in advanced Spanish literature are eligible for membership.

EPSILON CHI CHAPTER OF KAPPA PI is an honor society for students of the graphic arts. Its purpose is to uphold the highest ideals of a liberal education, to pro-

vide a means whereby students with artistic commitment meet for the purpose of informal study and entertainment, to raise the standards of productive artistic work, and to furnish the highest reward for conscientious effort in furthering the best interest in art in the broadest sense of the term.

ALPHA CHAPTER OF KAPPA MU EPSILON, a national honor society in mathematics, was established in 1975 to recognize outstanding achievement in mathematics. Its membership is limited to those students who have completed at least three semesters at Bethany, rank in the upper 35 per cent of their class, have completed at least three math courses, including one semester of calculus, and have a grade-point average of 3.0 or better in all math courses.

AWARDS

OREON E. SCOTT AWARD is presented to the graduating senior who has achieved the highest academic record over a four-year period of study. The donor of this award was a long-time Bethany trustee and a graduate of the class of 1892.

ANNA RUTH BOURNE AWARD stimulates scholarship among the women's social groups. A silver cup, provided by an anonymous donor in honor of the former distinguished chairman of the English department, is awarded to the recognized women's group whose active membership earns the highest scholarship standing each semester. The group winning the cup for four semesters is presented with a smaller replica as a permanent trophy.

W. KIRK WOOLERY AWARD encourages scholarship among the men's social groups. This silver cup, donated by friends of the late Dr. Woolery, a former dean and provost of the College, is held by the recognized men's social group or housing organization whose membership (active membership only in the case of fraternities) earns the highest scholarship standing each semester. Any

group winning the cup for four semesters is presented with a smaller replica as a permanent trophy.

BETA BETA BETA AWARD, established by an anonymous donor, is presented to the senior biology major who has attained the highest academic rank in this field of concentration.

FLORENCE HOAGLAND MEMORIAL AWARD, given by a graduate of the class of 1944, is presented to the outstanding senior English major. The award honors the memory of the late Miss Hoagland who was for many years professor of English at Bethany.

CHRISTINE BURLESON MEMORIAL AWARD, given by a graduate of the class of 1936, is presented to a senior English major who has attained excellence in this field of concentration. The award honors the memory of the late Miss Burleson who was professor of English and dean of women from 1932 to 1936.





CAMMIE PENDLETON AWARDS, named in honor of Miss A. Campbellina Pendleton, professor of language and literature at Bethany from 1884 to 1909, are presented to the outstanding junior and sophomore concentrating in English. The awards are given by Dwight B. MacCormack, Jr., of the class of 1956, in memory of his grandmother, Dr. T. Marion MacCormack.

E. E. ROBERTS DISTINGUISHED PRIZE IN CAMPUS JOURNALISM is awarded to an outstanding student who excels in work on a student publication, in academic work in the communications department, or both.

WINIFRED E. GARRISON PRIZE is presented in recognition of outstanding achievement in one or more areas of philosophy. The award honors the memory of the late Dr. Winifred E. Garrison, graduate of the class of 1892, whose humane concerns and scholarly achievements contributed significantly to the area of higher education, history, and philosophy.

OUTSTANDING JUNIOR WOMAN AWARD is provided by the Pittsburgh Bethany College Club, comprising the Bethany alumnae of Pittsburgh. This award is

based on qualities of leadership, character, conduct, and scholarship. The club has placed a suitable plaque in Phillips Hall on which names of the winners are engraved. In addition, an individual gift is made to the recipient.

VIRA I. HEINZ AWARD is granted the junior woman who has distinguished herself by leadership, character, conduct, and scholarship and whose proposal for foreign travel most significantly supplements her educational objectives. This \$1,500 award for summer travel is provided by the fund of Vira I. Heinz, recipient of the honorary doctor of religious education degree from Bethany in 1969.

W. F. KENNEDY PRIZE is given to the outstanding young man in the junior class. This award, established by W. F. Kennedy of Wheeling, West Virginia, is awarded on the basis of the student's contribution to the college community life through leadership in activities, in personal character, and scholarship.

PEARL MAHAFFEY PRIZE, awarded to the outstanding senior major in languages, was established by Mrs. Walter M. Haushalter and other former students of Bethany's emeritus professor of foreign languages. The prize honors Miss Mahaffey, a faculty member from 1908-1949 and a trustee of the College at the time of her death in 1971.

SHIRLEY MORRIS MEMORIAL AWARD was established by Theta Chapter of Zeta Tau Alpha in memory of Shirley Morris, a loyal member and past president of the chapter. It is given to the outstanding student in the field of modern languages. Selection is made by the foreign languages department.

MARGARET R. WOODS PRIZE, sponsored by the Kappa Xi Chapter of Sigma Delta Pi, is awarded to the outstanding senior Spanish major. The prize honors Miss Woods who was a faculty member from 1943 until her retirement in 1965. Selection is made by the foreign languages department.



FRENCH LANGUAGE AND CULTURE PRIZE is awarded to the outstanding senior French major. This prize, which is restricted to those students whose native language is other than French, was established by Theodore R. Kimpton, assistant professor of foreign languages at Bethany prior to his retirement from full-time teaching in 1975.

J. S. V. ALLEN MEMORIAL is a fund established by the family and friends of Professor Allen to provide for an annual award to the outstanding physics student.

FRANK ALFRED CHAPMAN MEMORIAL is a fund established by Dr. Stanton Crawford to provide for an annual award to the outstanding history student. Preference is given to students of American history and the Ohio Valley.

OSBORNE BOOTH PRIZE is given to the student who excels in the field of religious studies. The late Osborne Booth was T. W. Phillips Professor of Old Testament when he retired in 1964 after 35 years of teaching at Bethany.

FRANCIS O. CARFER PRIZE is given to the senior who, in the judgment of the Honors Committee, has made the most outstanding contribution to the College during his or her undergraduate years. Mr. Carfer, a trustee of Bethany College for 29 years, was a graduate of the class of 1909. Recipients of the award must display sound academic

accomplishments and characteristics of loyalty, service, and devotion to Bethany.

W. H. CRAMBLET PRIZE recognizes outstanding achievement in mathematics. It is named in honor of Wilbur H. Cramblet, the eleventh president of Bethany College.

JOHN J. KNIGHT AWARD is presented to the senior male physical education major displaying outstanding scholarship and athletic participation during his four years at Bethany.

ELIZABETH S. REED AWARD is presented to the senior female showing outstanding scholarship and athletic participation during her four years at Bethany.

FORREST H. KIRKPATRICK AWARD is presented annually to the outstanding senior concentrating in economics and business. The award is named in honor of Dr. Kirkpatrick, long-time dean of the College who is currently serving as adjunct professor of economics.

SENIOR CHEMISTRY AWARD, given by an anonymous donor, is granted to the senior concentrating in chemistry who has achieved the highest cumulative average in the department, including the record made on the Senior Comprehensive Examination.

PSYCHOLOGY SOCIETY AWARD is presented to the senior majoring in psychology who has maintained the highest academic average in the department.

SOCIETY FOR COLLEGIATE JOURNALISTS AWARD OF MERIT is presented to an upperclass writer or editor for significant contributions to campus student publications.

WVBC-FM SENIOR AWARD is given to the senior who for four years has lent qualities of dedication, loyalty, leadership, talent, and creativity to WVBC's operations.

WVBC-FM TALENT AWARD is presented to the member of the WVBC staff who has offered the most outstanding continuous radio programming during the year.

BETHANY



ADMISSION



Bethany accepts applications for admission from qualified candidates. Admission is based on a careful review of all credentials presented by the candidate. The Committee on Admission accepts those it considers best qualified among those applying. In no case does the meeting of minimum standards assure admission.

Application for admission to the freshman class should be made during the final preparatory year. Decisions of the Committee on Admission are mailed beginning in October and throughout the year as completed applications are received.

The College seeks students who have prepared themselves for a liberal arts curriculum by taking at least 15 units of college-preparatory work. Although the College does not prescribe how these units should be distributed, it expects a minimum of four years of English and the usual sequences in mathematics, science, foreign languages, and social studies. For students who have developed individual curricula or are involved in experimental honors programs, the Committee on Admission makes special evaluation.

The process of application includes furnishing a transcript of completed work, a personal profile, and either the College Entrance Examination Board Scholastic Aptitude Test (SAT) scores or the American College Testing (ACT) scores. Supporting documents that might be of help in the process of admission, i.e., poetry, plays, short stories, music, artwork, photography, and journalistic writings, may also be submitted.



In addition, it is strongly suggested that an interview with an admission officer be scheduled. In many instances, students visit with a Bethany admission officer during annual interview sessions scheduled in New York, Philadelphia, and Washington, D.C. The ideal situation, however, is an interview on campus, allowing sufficient time for a comprehensive tour. During campus visits plans should be made to observe classes and to speak and dine with students and faculty.

The Admission Office is open Monday through Friday from 9 a.m. to 4 p.m.; Saturday 9 a.m. to 1 p.m.; and Sunday 1 p.m. to 4 p.m., throughout the year. Appointments may be made by calling 304-829-7611 or writing the Admission Office, Bethany College, Bethany, West Virginia 26032. A travel brochure will be sent, detailing travel routes and the comfortable overnight accommodations available at the Gresham House Motor Inn in Bethany.

TRANSFERS

Transfer students are welcome. Procedures for transferring to Bethany are similar to those for freshmen, except that the interview is required. Any student in good standing at a fully accredited institution of higher education is eligible for acceptance. A majority of students accepted as transfers have above average grades and are seeking a campus life unlike that which they have experienced.

Grades of "C" or better are accepted along with course work in which credit (on a credit/no credit basis) or pass (in a pass/fail system) has been received. If requested, course work from other institutions will be reviewed by Bethany's registrar prior to making application.

JUNIOR COLLEGE GRADUATES

Students who have received or will receive an Associate in Arts or Associate in Science Degree and find Bethany's curriculum suited to their educational goals are encouraged to apply.

Holders of the A.A./A.S. Degree who are accepted receive at least two years (minimum of 60 hours) credit, enter as juniors, and receive all the rights and privileges of upperclassmen.

FOREIGN STUDENTS

Bethany is eager to review the applications of students from other countries. Approximately 15 countries are represented on campus each semester.

Students from non-English-speaking countries are required to submit Scholastic Aptitude Test Scores or a score from the Test of English as a Foreign Language (TOEFL) for entrance.

Students from foreign countries are asked to supply funds for financing their education. Though Bethany is willing to review a request for scholarship, funds are limited.

EARLY ADMISSION

Some students complete their secondary school graduation requirements a year early and decide to pursue college admission after their junior year. For those who have demonstrated maturity and show evidence of a strong academic background, Bethany offers a program for early admission. For this type of admission, the usual admission procedures must be followed. A personal interview on campus as well as a discussion between the student's college counselor and a Bethany admission officer are required.



ADVANCED PLACEMENT

Students may receive advanced placement and/or credit from any department in the College through a testing program. Those who wish to receive credit by examination should consult with the coordinator of counseling services and the appropriate department chairmen.

Credit may be received or courses waived as a result of high scores on the College Entrance Examination Board Testing Program for Advanced Placement. The waiving of courses or granting of credit, however, are departmental matters and require consultation with the appropriate department chairmen upon matriculation.

BETHANY



EXPENSES AND FINANCIAL AID

Bethany College is a non-profit institution. Tuition, fees, and other general charges paid by the student cover less than three-fourths of the College's instructional and operational expenses. The remainder comes from income from endowment funds and from gifts and contributions. Bethany continues to keep the costs required from the student as low as possible.

COMPREHENSIVE CHARGES

Comprehensive charges of approximately \$4,500 for a year at Bethany include the following:

Tuition and Fees	\$3,150
Room	\$495
Board	\$735
Student Board of Governors	\$70
Bethany House-Benedum Commons	\$50
Linen	\$42
Health Insurance	\$46

While a general charge is stated for Tuition and Fees, this fee may be divided into \$2,650 for tuition and \$500 for the following activities and services: athletics, health service, library, lectures, plays, concerts, publications, student activities, and laboratory services with the exception of music and art.

The Bethany House-Benedum Commons Fee is charged to all registered students and covers the operation and maintenance costs of the student union.

No reduction is made in student accounts for course changes made after the first two weeks of the semester. The College is required to collect a three per cent West Virginia sales tax on published charges for room, board, linen, and parking permits. Bethany reserves the right to change, without advance notice, the price for room, board, linen, and health insurance.

WITHDRAWALS AND REFUNDS

After registration, there is no refund of room charges or fees. A student voluntarily withdrawing or withdrawing because of illness during the course of the semester will be charged 10 per cent of tuition charges for each week of attendance or part thereof. There is no refund of tuition after the tenth week of attendance. There is no refund in the event that a student is dismissed or asked to withdraw during the course of the semester. Board refund is prorated, based upon food costs only. Special fees are not refundable.

A student wishing to withdraw from Bethany must file written notice with the dean of students to qualify for refund of deposit and adjustment of other charges.

ADMISSION AND REGISTRATION FEES

APPLICATION FOR ADMISSION

A non-refundable \$10 fee is required at the time of formal application.

APPLICATION FOR READMISSION

Students previously enrolled in Bethany College who wish to return for additional work must file an Application for Readmission with the Registrar's Office. A \$5 fee is required at the time such application is made.

REGISTRATION DEPOSIT

Upon acceptance for admission or readmission, a \$100 registration deposit is required of all students. Once this deposit is paid it is not refunded until after graduation or until a Bethany student completes the following procedure:



Students not being graduated may have the deposit refunded after the last term of their attendance if written notice is given to the Business Office prior to the advance enrollment date for the next regular term. Such students may be readmitted by approval of the dean of students and the business manager.

MATRICULATION FEE

A \$20 fee, payable once by every new student, covers, in part, the cost of orientation and evaluation procedures for new students.

FEES FOR OVERSEAS PROGRAMS

- Paris: \$2,250 per semester for tuition and fees, room and board, and activity fees.
- Madrid: 1st semester—\$1,635 for air fare, tuition and fees, and transportation from the airport to the university. 2nd semester—\$1,000 (in addition to first semester fee).
- Sorbonne: 1st semester—\$1,635 for air fare, tuition and fees, and transportation from the airport to the university. 2nd semester—\$1,000 (in addition to first semester fee).



OTHER SPECIAL FEES

- Education 443: off-campus student teaching
(per semester)\$1,635
(includes tuition, fees, and weekend board privileges in the Bethany dining hall)
- Education 475\$80
- Each academic hour when less than 13\$121
- Each academic hour in excess of 16\$98
- Auditing a course, per semester hour\$98
(a student is not charged if paying regular tuition and fees and the total program, including the audit, does not exceed 18 hours)
- Comprehensive Examination\$25
- Graduation fee\$20
- Special guidance and advisory service
(pre-college)\$10 to \$25
- Special examinations in any department\$15
(there is a \$10 charge for each credit hour awarded by examination)
- Key deposit for dormitories (refunded if key is returned)\$5
- Infirmary charge per day\$5
(after the first three days each semester)
- Late registration (per day)\$3

ART FEES

Art 201	\$10
Art 210	\$10
Art 304	\$10
Art 310	\$10
Art 320	\$20
Art 325	\$15
Art 404	\$10
Art 420	\$20
Art 425	\$15

Lab fees will also be required for independent study work where departmental materials are being used.

MUSIC FEES

Private lessons, two weekly	\$115 per semester
Private lesson, one weekly	\$65 per semester
Organ Practice, one hour daily	\$33 per semester
Instrument Rental	\$9 per semester
Piano Practice, one hour daily	\$9 per semester
Voice Practice, one or two hours daily	\$9 per semester

BREAKAGE DEPOSITS

Chemistry and physics breakage deposits are covered by a \$5 breakage card which the student purchases each semester for every laboratory course in which he or she is enrolled. In the event breakage exceeds \$5, an additional \$5 breakage card must be purchased. Unused portions are refunded at the end of each academic year.

PAYMENT OF STUDENT ACCOUNTS

At registration an invoice is prepared for each student, listing all charges due for the following semester. Payments are due in accordance with the following schedule:

First Semester

By August 15 a payment of\$1,300
(Balance on account due October 15)

Second Semester

By January 15 a payment of\$1,300
(Balance on account due March 15)

Scholarships and loans may be applied as credit against August or January initial payment requirements. If after application of scholarships and/or loans, the balance is less than \$1,300, the full balance is due and payable by August 15 for the first semester and January 15 for the second semester. All special student accounts for which total semester charges are \$1,300 or less are payable in full by registration.

Students will not be permitted to register if the initial payment requirements for each semester are not met, and they may be denied College privileges if subsequent payments are not completed as scheduled. These requirements are in addition to the registration deposit. Checks or drafts should be made payable to Bethany College.

An account service fee of two per cent per month will be charged on balances outstanding on all student accounts as of October 15 for the first semester and March 15 for the second semester. This fee will be entered on all accounts the day following the above dates and at 30-day intervals thereafter for a period not to exceed 90 days. Students may not take final examinations, receive academic credit, or obtain transcripts until satisfactory arrangements are made to cover financial obligations.

STUDENT DRAWING ACCOUNT

The Business Office provides a limited banking service whereby students may deposit funds and draw on them as required. Students or their parents may make deposits to this recommended student drawing account which

avoids the necessity of keeping on hand any substantial amount of money. All checks for this account must be made payable to the Bethany College Student Drawing Account.

MONTHLY PAYMENT PLANS

Bethany has made arrangements with the Insured Tuition Payment Plan whereby student accounts may be paid on a monthly basis during the year. Arrangements to use this plan should be made prior to the registration period. Information may be obtained by writing to the Business Office, and contract forms may be obtained by writing to the Insured Tuition Payment Plan, 6 Saint James Ave., Boston, Mass., 92116. Contracts are to be completed by the parent or guardian of the student through direct negotiation with the payment plan office.

FINANCIAL AID

Bethany believes that funding of a student's education is primarily a family responsibility. However, financial assistance is available to those students whose resources will not fund a Bethany education and yet sincerely desire to attend.

All of the College's financial assistance programs are awarded through careful evaluation of the Parents' Confidential Statement (PCS), available through the college counseling offices of the student's high school. Designation of Bethany College as an appropriate institution to receive the processed information and indication of application for financial assistance on the admission application are the only procedures necessary to apply for financial aid.

Because of the large number of applications for financial aid, assignment of funds is made according to the date requests are processed. The earlier a student completes all admission materials and submits the PCS, the more funds there are available.

A financial-aid applicant whose need for assistance has been verified by the College Scholarship Service will have his or her need met through a variety of financial aids, including scholarships, loans, and College employment. The student has the option of accepting any or all of the aid offered. An interview with an officer of the College once the offer of assistance has been made can help to explain any problems. The Admission Office or the Financial Aid Office helps to arrange these interviews.



QUALIFICATIONS FOR SCHOLARSHIPS

Bethany recognizes promise and intellectual attainment by awarding a number of scholarships. These awards vary in value and are available to a limited number of entering students. Most scholarships are awarded to freshmen on a four-year basis but are continued from year to year, as needed, only if the recipient has met the following conditions:

- 1) A satisfactory scholarship index
- 2) Satisfactory conduct as a student
- 3) Worthwhile contributions to the college program
- 4) Constructive citizenship in the college community
- 5) Payment of student accounts as scheduled.

SCHOLARSHIPS

All awards are made by the Scholarship and Financial Aid Committee in accordance with the requirements of the particular endowed fund.

Rob Roy Alexander Scholarship — established to provide one or more scholarships for worthy and needy men and women, to be selected by the president.

Patrick A. and Elizabeth Berry Scholarship — established by Miss Sara Cameron to assist students from Ohio.

Bethany Women's Club Scholarship — established by the Bethany Women's Club to assist needy and worthy students.

Bison Club Scholarship — provided by Bethany alumni with principal interest in intercollegiate athletics.

Stanley F. Bittner Scholarship — established by a graduate of the Class of 1916 to provide general financial assistance.

Donald L. Boyd Memorial Scholarship — established by family and friends in memory of Donald L. Boyd, member of the Class of 1921 and long-time trustee of the College.

Jean A. Boyd Scholarship — established by bequest from donor.

Thomas J. Boyd Scholarship — established by Thomas J. Boyd, member of the Class of 1940.

Jonsie Brink Scholarship — awarded to worthy and eligible students.

Isaac Brown Scholarship — used to cover part of the tuition charge.

Calder Scholarship — established preferably for male students from the New England area majoring in one of the natural or life sciences.

Argyle Campbell Memorial Scholarship — established by family and friends of Mr. Campbell to assist worthy and needy students.

Chapman Scholarship — established by Stanton C. Crawford, a member of the class of 1918 and former Chancellor of the University of Pittsburgh, to honor a pioneer frontier family.

Charnock Family Scholarship — established by Miss Ethel Charnock, member of the Class of 1912, to assist students at the sophomore level or above.

Class of 1969 Scholarship — provided as a scholarship grant to begin with the 1984-85 college year. First preference will be given to descendants of the Class of 1969.

Class of 1970 Scholarship — provided as a scholarship grant to begin with the 1985-86 college year. First preference will be given to descendants of the Class of 1970.

M. M. Cochran Scholarship — established to cover a part of the tuition charge.

Communications Department Scholarship — established by Carl A. Krumbach, a member of the class of 1973, to aid worthy students interested in journalism.

Juanita R. Curran Scholarship — established to provide scholarship assistance to worthy students.

Irene O. Darnall Scholarship — established by Irene O. Darnall to assist needy and worthy students.

Helen Day Scholarship — awarded to members of Zeta Tau Alpha Sorority.

Marion and Frank Dunn Scholarship — established by Frank K. Dunn, former Assistant to the President of Bethany College, to assist worthy and eligible students.

East Side Christian Church of Denver, Colorado Scholarship — given to provide modest matching funds for a student at Bethany College.

Ekas-Evans Scholarship — established by Dr. and Mrs. Ward Ekas of Rochester, New York, whose daughter, Elizabeth Ellen Ekas, was a member of the Class of 1957.

Newton W. and Bessie Evans Scholarship — established by Mr. Newton W. Evans, former Bursar and Treasurer of Bethany College, to assist worthy students.

Joe A. Funk II Scholarship — established by Bethany alumni and friends of the Funk family in memory of a young man who lost his life in Viet Nam.

- Samuel George Memorial Scholarship* — established by bequest from the donor to provide one-fourth tuition scholarships to all graduates of Brooke (West Virginia) High School who qualify for admission.
- Greensburg Area Scholarship* — established anonymously in 1953 to assist students of ability and need from the Greensburg, Pennsylvania, area.
- Aleece C. Gresham Scholarship* — presented as assistance to outstanding students in the field of music.
- Perry and Aleece Gresham Scholarship* — established by Dr. and Mrs. Perry E. Gresham to assist worthy and eligible students. Special consideration is given to young people interested in music or philosophy.
- Campbell Allen Harlan Scholarship* — established by Mr. Campbell Allen Harlan, former Bethany College Trustee from Detroit, Michigan, to assist students of unusual ability in the fine arts.
- Florence M. Hoagland Memorial Scholarship* — established for needy and worthy students by Miss Frances Cables of New Hampshire in memory of Florence M. Hoagland, Head of the Department of English and Advisor for Women at Bethany from 1936 to 1946.
- Ida M. Irvin Scholarship* — awarded to a senior student.
- Flora Isenberg Scholarship* — given to provide assistance for students of the liberal arts and sciences.
- Albert C. Israel Scholarship* — used to apply to tuition of a descendant of Albert C. Israel.
- John H. and Ida H. King Scholarship* — awarded to students under terms approved by Trustees of the College in accordance with the will of the donors.
- Forrest H. Kirkpatrick Scholarship* — established by Dr. Kirkpatrick, member of the Class of 1927, to be used to help students who are sons or daughters of alumni. Dr. Kirkpatrick was a Bethany professor and dean for many years.
- Donald E. Lewis Memorial Scholarship* — established by family, friends, and the Beta Beta Chapter of Kappa Alpha Order in memory of a graduate of the Class of 1933.
- Emma A. Lyon Scholarship* — given to memorialize a pioneer Christian missionary to China. This endowment was initiated by a gift from Mrs. Mary M. Farm of Hawaii.
- Maude Schultz Lytle Scholarship* — established by friends and family in memory of a graduate of the Class of 1915.
- Charles L. and Rose Melenzyer Scholarship* — established by Dr. Charles Melenzyer, member of the National Board of Fellows of Bethany College, to be used to assist worthy young people who attend Bethany. First consideration will be given to the young people of the Monongahela Valley.
- H. J. Morlan Scholarship* — established by Halford J. Morlan to assist needy and worthy students.
- Louise Birch Myers Scholarship* — used to promote international, intellectual, and cultural understanding through the support of scholarships for exchange students.
- William Kimbrough Pendleton Scholarship* — established to assist students from West Virginia by Clarinda Pendleton Lamar in memory of her father, William Kimbrough Pendleton, member of the first faculty and second president of the College.
- Ralph E. Pryor Memorial Scholarship* — established by family and friends of Judge Pryor, a member of the Class of 1942, with preference for students from the First Judicial Circuit of West Virginia.
- Eli and Lee Rabb Scholarship* — used as scholarship assistance for students from the Upper Ohio Valley.
- Reader's Digest Foundation Scholarship* — established by the Reader's Digest Foundation to assist worthy and needy students.
- Herbert and Marguerite Rech Scholarship* — used to assist needy and eligible students.
- Edwin K. Resseger, Jr. Memorial Scholarship* — provided by Mr. and Mrs. Kenneth Resseger of the Class of 1933.
- James Derrick Reynolds Memorial Scholarship* — established by parents and friends of a young man who lost his life in Viet Nam.
- E. E. Roberts Scholarship* — created in memory of Professor E. E. Roberts who taught journalism at Bethany College from 1928-1960.
- Louise Ford Rowan Scholarship* — established in her memory by her son, Archibald H. Rowan of Texas, to provide financial assistance for a woman student.
- Archibald H. Rowan, Jr. Memorial Scholarship* — established by Archibald H. Rowan of Texas, in memory of his only son. It is awarded annually to a male student.
- Richard B. Scandrett, Jr., Scholarship* — established for the purpose of furthering international education and understanding.
- Richard L. Schanck Scholarship* — established by friends in memory of Dr. Schanck, Professor of Sociology at Bethany College from 1952-1964.
- Elizabeth M. Shrontz Scholarship* — established by bequest from the estate of Elizabeth Shrontz from Washington, Pennsylvania.
- Richard H. Slavin, Jr., Memorial Scholarship* — given in memory of a graduate of the Class of 1950 who served as a Bethany faculty member from 1956-63.

Adelaide E. and Arthur C. Stifel Scholarship — established by Mr. and Mrs. Arthur C. Stifel of Wheeling, West Virginia.

Peter Tarr Heritage Scholarship — established by Geneva Tarr Elliott, member of the Class of 1927, to provide scholarship assistance to students in memory of the Tarr family's association with Bethany College since the days of its founding.

Russell I. Todd Scholarship — a general scholarship endowment with preference for students planning to enter a health associated career.

Stewart King Tweedy Memorial Scholarship — established by Mr. and Mrs. H. L. Tweedy and friends in memory of their son, member of the Class of 1964, who was killed in Viet Nam.

William H. Vodrey Scholarship — established by Mr. William H. Vodrey, a member of the Class of 1894, to assist students from the East Liverpool, Ohio, area.

Nannine Clay Wallis Scholarship — given to provide financial assistance for students, preferably from Kentucky, enrolled at Bethany.

Campbell-Hagerman-Watson Memorial Scholarship — established by a bequest from the estate of Mrs. Virginia Hagerman Watson, a member of the Class of 1904, to provide support for foreign exchange students.

G. A. Willett Scholarship — established to cover part of the tuition charge. The student receiving this scholarship is to be nominated by a member of the Willett family.



DESIGNATED SCHOLARSHIPS

The following endowed scholarship funds have been established to assist students preparing for church-related vocations:

Florence Abercrombie Scholarship — established by a bequest from the estate of Florence Abercrombie.

Ada P. Bennett Memorial Scholarship — established by O. E. Bennett, a member of the Class of 1925, and family and friends.

Osborne Booth Scholarship — named after a long-time member of the Bethany faculty to provide financial assistance for students preparing for the ministry.

Brightwood Christian Church Timothy Scholarship — established by members of the Brightwood Christian Church, Bethel Park, Pennsylvania.

Lotta A. Calkins Scholarship — established by a bequest from the estate of Lotta A. Calkins.

Thomas Richard Deming Scholarship — established by friends, family, and members of the First Christian Church, Charleston, West Virginia.

Fairhill Manor Christian Church Timothy Scholarship — established by the Washington, Pennsylvania, congregation.

Jennie I. Hayes Scholarship — established by Jennie I. Hayes, a member of the Class of 1904.

Harry L. Ice Timothy Ministerial Scholarship — established by Mr. and Mrs. Robert H. Lee of Pittsburgh, Pennsylvania, honoring Dr. and Mrs. Ice in recognition of Dr. Ice's productive and untiring work in establishing and building Bethany's Timothy Ministerial Training Program.

William H. McKinney Scholarship — established by family and friends in memory of a Bethany graduate of the Class of 1923 to provide assistance for students preparing for church vocations.

Isaac Mills Scholarship — provided to cover part of the tuition charge of a ministerial student.

Herbert Moninger Scholarship — established in memory of Mr. Herbert Moninger, a graduate of the Class of 1898.

Edward S. Moreland Scholarship — provided by members of the Walnut Hills Christian Church, Cincinnati, Ohio, and friends of an outstanding Disciple leader who was graduated from Bethany College in 1927.

Mr. and Mrs. Arch R. Morgan Scholarship — established by these friends of Bethany College from Seattle, Washington.



Parsons Memorial Timothy Scholarship — established by the Heights Christian Church, Shaker Heights, Ohio, and other friends in memory of Dorothy and Waymon Parsons for dedicated leadership to this church and the Brotherhood of Christian Churches (Disciples of Christ).

E. J. Penhorwood Scholarship — named for a Bethany graduate of the Class of 1918 to provide assistance for students preparing for the ministry.

Perry Scholarship — established in memory of Professor and Mrs. E. Lee Perry. Professor Perry was a member of the Class of 1893, Professor of Latin at the College from 1908 to 1939, and Professor Emeritus from 1939 to 1948.

Rosemary Roberts Memorial Scholarship — established by family and friends in memory of a Bethany graduate of the Class of 1942 to provide assistance for a woman preparing for Christian service.

Sala Family Memorial Scholarship — established by Dr. John R. Sala, Class of 1926, former Dean of the Faculty at Bethany College.

Minnie W. Schaefer Scholarship — awarded to students preparing for Christian service.

Edith and Chester A. Sillars Scholarship — established by Chester A. Sillars, former Director of Church Relations at Bethany College.

Charles C. Smith Scholarship — established by family and friends in memory of Mr. and Mrs. C. C. Smith whose lives were dedicated to the Christian ministry.

J. T. Smith Scholarship — established by Mr. J. T. Smith, friend of Bethany from Memphis, Tennessee.

John E. Sugden, Jr. Fund — established to assist in the form of either loans or grants.

Harriett Mortimore Toomey Music Scholarship — established by John C. Toomey and friends to assist students in musical education.

Robert S. and Marie J. Tuck Scholarship — established by members of the Central Christian Church, Wooster, Ohio, where the Tucks, both Bethany graduates, served for 44 years.

Hollis L. Turley Scholarship — established by a bequest from the estate of Hollis L. Turley, a member of the Class of 1925 and former Bethany trustee.

Vinson Memorial Scholarship — established by Z. T. Vinson, Class of 1878, through the Central Christian Church, Huntington, West Virginia.

Raymond E. and Eunice M. Weed Scholarship — established by Dr. Raymond Weed, former curator of the Campbell Mansion near Bethany.

Josiah N. and Wilminia S. Wilson Scholarship — established by Josiah N. Wilson to assist students preparing for the Christian ministry.

The following endowed scholarship funds have been established to assist students from backgrounds of the Christian Church (Disciples of Christ):

Fannie M. Bennett National Campbell Scholarship — established by a gift from the estate of Fannie Bennett who was a member of the Class of 1926.

Ben and Leona Brown Scholarship — established by Mrs. Leona Brown of Washington, Pennsylvania, in memory of her husband.

Jessie M. and Frank P. Fiess National Campbell Scholarship — established by Mr. and Mrs. Frank P. Fiess whose daughters, June Fiess Shackelford and Emma Lee Fiess Baldwin, were members of the Classes of 1941 and 1944 respectively.

V. J. Hopkins and Mary L. Hopkins Scholarship — operated under the principles of the National Campbell Scholarship program.

National Campbell Scholarships — established in memory and honor of Alexander Campbell for the purpose of developing able and dedicated lay leadership in the Christian Church. Awards are in recognition of Christian service and academic accomplishment.

Richmond Avenue Christian Church of Buffalo Scholarship — established for students enrolled at Bethany from Western New York and preferably of Disciple background.

Webster Groves Christian Church Scholarship — designed to provide financial assistance for students coming from the Christian Church (Disciples of Christ), preferably from Missouri. This scholarship was established in honor of Dr. Perry E. Gresham, twelfth president of Bethany College, and his wife, Aleece.

SUSTAINED AWARDS

A limited number of financial grants are available from the following annually sustained programs:

Automatic Retailers of America, Inc., Slater School and College Services Scholarship — awarded to a student waiter or waitress selected by the Faculty Committee on Scholarship and Financial Aid and the ARA management.

H. L. Berkman Foundation Scholarship — provides an award for one or more students residing in the Upper Ohio Valley.

Bowling Green Area Scholarship — established by a graduate of the Class of 1923 to assist Bethany students from the Bowling Green, Ohio area.

Robert M. and Katie W. Campbell Scholarship — awarded to students preparing for vocations related to the Christian Church (Disciples of Christ).

A. Dale Fiers Ministerial Athletic Scholarship — awarded to recognize and encourage the scholastic and athletic skill of an outstanding upperclassman preparing for the Christian ministry.

Rowan Memorial Scholarship — awarded to students recognized by the college administration for good citizenship and participation in college affairs.

West Virginia Consumer Finance Association Scholarship — provides an award for a student selected by the Faculty Committee on Scholarship and Financial Aid.

EXTERNAL TRUST SCHOLARSHIPS

Through trust funds established in major banking houses, the following scholarship awards are available:

Nelson Evans Cook Scholarship — created to memorialize an outstanding metallurgist by providing financial assistance for chemistry students.

Catherine Graves Scholarship — given to a Bethany student from Wheeling, W. Va., in accordance with an educational trust fund established in the Pittsburgh National Bank.

Hayes Picklesimer Scholarship — established by the West Virginia Emulation Endowment Trust to provide scholarship help for residents of West Virginia.

William A. Stanley Scholarship — established by an outstanding West Virginia churchman who had lengthy careers in both education and business.

Peter T. Whitaker Scholarship — created by a young graduate who found at Bethany the kind of education he sought.



LOAN FUNDS

The following loan funds have been established to assist students under the general supervision of the Scholarship and Financial Aid Committee:

William G. and Carrie E. Bunyan Student Aid Fund — established by a bequest from the estate of the late Mrs. Bunyan of Brockway, Pennsylvania.

Carman Loan Fund — established in honor of Martha Cox Carman of the Class of 1916 and Forrest A. Carman of the Class of 1914 by their son, Donald C. Carman.

Meril and Marguerite May Student Loan Fund — established by Mr. and Mrs. Meril May of Garrettsville, Ohio.

J. West Mitchell Medical Loan Fund — provided to assist pre-medical undergraduates and Bethany graduates enrolled in accredited medical schools.

Phillips Loan Fund — established in 1890 by Thomas W. Phillips, Sr., of New Castle, Pennsylvania.

Renner-Steindorf Student Loan Fund — established by Dr. R. R. Renner and his wife, Jennie Steindorf Renner, of Cleveland, Ohio.

Ethel E. Sivon Student Loan Fund — established by family, friends, and members of the First Christian Church of Ravenna, Ohio.

BETHANY



ACADEMIC PROGRAM



THE BETHANY PLAN

Students differ in ability, motivation, tastes, aspirations, and modes of learning. No one program will serve the diverse needs of all Bethany students. However, some structure is necessary to give guidance to students by providing various teaching and learning methods.

The Bethany Plan attempts to integrate a four-year liberal arts education which provides a vast degree of freedom in designing individual programs yet gives enough structure to insure depth, breadth, and integration of knowledge.

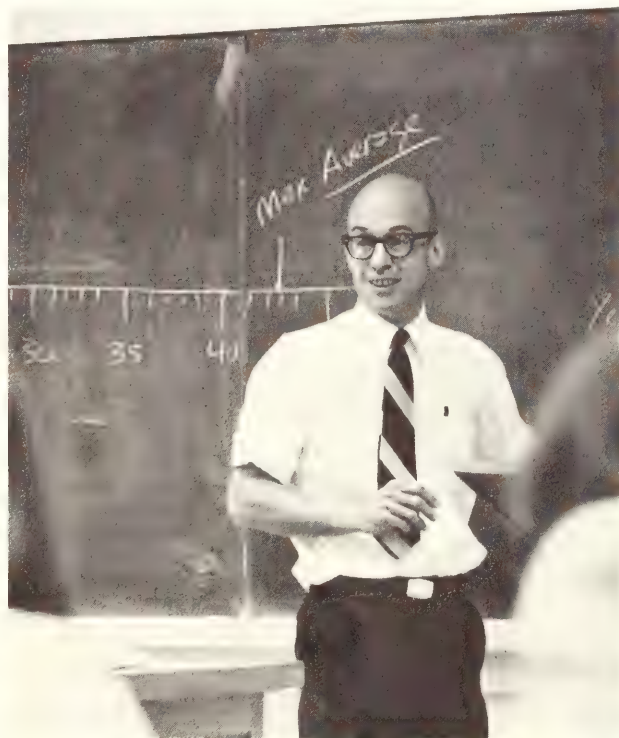
The Bethany Plan provides many learning opportunities both on and off campus. The Plan involves a classroom-based program in which students attend interdisciplinary lecture courses, participate in small seminar groups, initiate and present independent studies, perform laboratory research, write papers, and utilize library materials.

The Bethany Plan also includes an experience-based program, a group of four practicums which encourages students to become involved in the world of work, to exercise responsible citizenship, to develop physical and recreational skills, and to experience living in a culture different from their own. These learning opportunities are not random experiences. They are carefully planned by the student and his or her advisor. Students must continually justify their decisions and examine their academic and field experiences in relationship to their vocational and personal goals.

ACADEMIC CALENDAR

The Bethany calendar consists of two 15-week semesters and a four-week voluntary interim session in January: The Fall semester — September to before Christmas; the spring semester — February to the end of May; and the January Term — a voluntary session which students may elect to use for intensive study on campus or for off-campus work.

Some courses are offered over the full 15 weeks; others, for the first or second-half of the semester. This division provides additional flexibility for students to do off-campus study and internships.



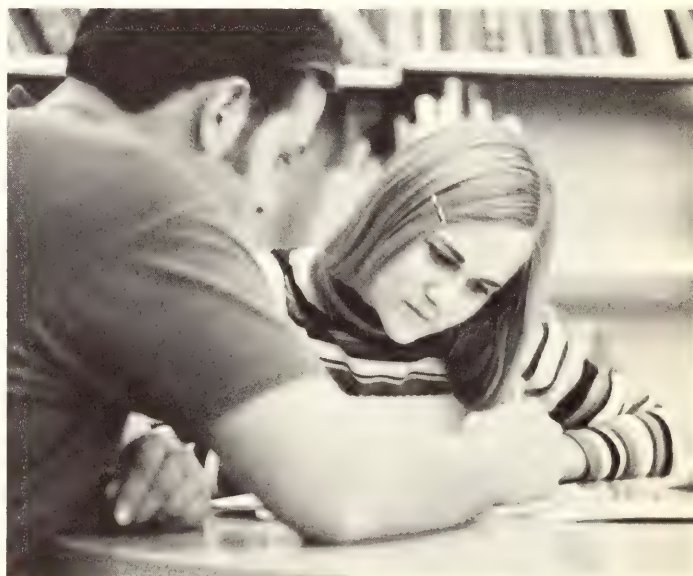
ACADEMIC ADVISOR

The student/advisor relationship is the cornerstone of a Bethany education. The student and his or her advisor work together to develop appropriate classroom and experience-based programs. If not during private meetings, freshmen see their advisor two times a week during the first semester to discuss work in the freshman seminar.

Usually during the sophomore year, students select a major field of concentration, thus transferring to an advisor associated with their major area of interest.

ACADEMIC REVIEW COMMITTEE

The faculty members who sit on the Academic Review Committee evaluate student requests for exceptions to regular academic policies and regulations. Student requests are submitted in writing and should include the advisor's recommendation.



REQUIREMENTS FOR GRADUATION

The Bachelor of Arts degree is conferred upon the student who satisfactorily completes the following requirements:

- 1) 128 semester hours with a minimum cumulative gradepoint average of 2.0
- 2) a freshman seminar
- 3) a freshman interdisciplinary lecture course
- 4) the distribution requirement
- 5) a field of concentration
- 6) demonstrated proficiency in expository writing
- 7) a senior project
- 8) the comprehensive examination in the major field
- 9) the practicum requirement
- 10) the residence requirement
- 11) attendance at the commencement exercise

The degree of Bachelor of Science may be conferred upon a student who completes the Bachelor of Arts requirements and who chooses to major in any one of the following departments: biology, chemistry, mathematics, physics, or psychology (B. S. plan).

FRESHMAN STUDIES PROGRAM

Freshman Seminar: All entering freshmen enroll in a freshman seminar during the fall semester of the freshman year. The professor directing the seminar also serves as the student's advisor.

Freshman Interdisciplinary Course: Freshmen elect a freshman interdisciplinary course either in the fall or spring semester of the freshman year.

For descriptions of the courses offered in this program see pages 67-70.

PRACTICUM PROGRAM

The practicum program is a progressive effort to make a student's academic studies more relevant to the everyday world. The practicums are practical experiences encompassing values Bethany believes to be essential to a complete education.

Students complete four practicums in a non-classroom setting in which they actualize the goals of the College. These four practicums are (1) an example of responsible citizenship, (2) an awareness and involvement in health, physical education and recreation, (3) an intercultural living experience, and (4) a vocationally oriented placement. The successful completion of the four practicums is required for graduation.

Each practicum experience should be a self-examination of values related to that practicum; a demonstration that liberal studies are relevant to personal development and to the fulfillment of obligations as a citizen.

With the assistance of the student's advisor and the director of practicums, the student develops practicum proposals. These proposals must have the approval of a faculty member and meet the guidelines established for each practicum. After each practicum, the student completes an evaluation of the experience.



The development of meaningful practicum experiences is an important part of the academic program, and the College is committed to providing competent counseling and assistance to the students.

Seniors must fulfill all proposals by February 10 and all evaluations by April 15 of the graduation year.

Further information concerning the practicum program may be obtained by contacting the director of practicums.

DISTRIBUTION REQUIREMENT

To insure breadth of knowledge among its graduates, Bethany requires a demonstration of competence in a variety of disciplines.

Every student must elect at least 12 hours from each of the three following divisions:

Social Sciences

Communications 101, 402; Economics; Education 201, 202, 401; History; Political Science; Social Science; and Sociology.

Physical and Life Sciences

Biology; Chemistry; General Science 101, 102, 201, 202, 209, 210; Geology; Mathematics; Physics; and Psychology.

Humanities

Art; Communications 203; Fine Arts; Foreign Languages; Literature; Music; Philosophy; Religious Studies; and Theatre. Not more than four hours may be earned in applied fine arts courses.

All courses taken to satisfy distribution and field of concentration requirements must be taken on a graded basis.

Any student may be exempted from the distribution requirement in any one of the three divisions through

successful completion of the Undergraduate Record Examination by the end of the sophomore year with a score equal to or surpassing the national norm.

All students are required to pass Religious Studies 100. Generally, this course is taken in the freshman or sophomore year. This course may be used to fulfill part of the distribution requirement in humanities.

FIELD OF CONCENTRATION

The field of concentration may be either departmental or faculty-student initiated. The following guidelines specifically exclude any language requirements necessary for professional certification or for admission to a graduate program.

A departmental field consists of a minimum of 24 credit hours (excluding the senior project) and a maximum of 48 hours within the department. No more than 24 hours from related disciplines may be required by a department.



The faculty-sponsored or student-initiated field, which may cut across departmental lines, may be developed. This interdisciplinary field of concentration requires the approval of the Committee on Interdisciplinary Study. Such fields consist of a minimum of 24 hours (excluding the senior project) and a maximum of 72 hours. No more than 48 hours in any one department will be counted toward graduation. The interdisciplinary studies program is described on pages 110-111.

WRITING PROFICIENCY REQUIREMENT

Students must achieve and maintain a high level of proficiency in expository writing. When entering Bethany, students take the Diagnostic Writing Test. The results enable them to determine the level of proficiency they have reached at the beginning of their college career. Thereafter, they must demonstrate that they have maintained or improved their proficiency by taking annual Writing Qualification Tests, courses in writing, or a combination of tests and courses.

The Writing Qualification Tests are taken in the following sequence: the first during the freshman year, the second during the sophomore year, and the third during the junior year. Students are not required to take a Writing Qualification Test during any year in which they demonstrate their proficiency by achieving a grade of C+ or better in English 100, 130, 200, or 201.

The English Department will certify that students have satisfied the writing proficiency requirement for graduation when they have demonstrated proficiency in one of the following ways:

1. By achieving an above average grade on both the first and second Writing Qualification Tests (or in courses taken in place of these tests). A student whose proficiency is certified in this way is not required to take the third Writing Qualification Test.



2. By achieving an above average grade on the third Writing Qualification Test (or in a course taken instead of the test).

Students who have not satisfied the writing proficiency requirement before the beginning of their senior year must enroll in English 120 (a non-graded, non-credit course in expository writing) before they may attempt to demonstrate their proficiency by taking another Writing Qualification Test.

Additional information concerning the Writing Qualification Tests and courses in writing may be found on page 93.

SENIOR PROJECT

Every student must produce a project which meets the standards of his or her field of concentration. The project is received and evaluated during the final semester of the senior year. Two to eight hours of credit are given after the final evaluation and approval of the project. Scheduling of the project is at the discretion of the department or the student's advisory committee.

The project is evaluated by at least one person in the field of concentration other than the student's advisor(s). The final evaluation is made in consultation with the student. The project is made available to the college community.

SENIOR COMPREHENSIVE EXAMINATION

Each student must pass the Senior Comprehensive Examination. All requirements in the field of concentration must be met before the examination may be taken.

The examination consists of two parts, written and oral. In some departments, sections of the Undergraduate Record Examination may also be considered part of or prerequisite to the Senior Comprehensive.

The examination is given twice yearly, in January and in May. The oral part of the examination is scheduled by the registrar as soon as practicable after the written, but in no case more than two weeks later.

Students who have completed all the requirements in their field of concentration and have planned or are engaged in a senior project of major proportions (i.e., equivalent to four hours or more) may take the examination in January with the consent of their advisor(s). Students failing the examination in January may take it again in May, and they will be advised to reduce the scope of their project.



A student who has not completed all the requirements in his or her field of concentration or whose senior project is equivalent to two hours takes the examination in May.

Students in departments which consider sections of the Undergraduate Record Examination as part of the Senior Comprehensive Examination take the URE immediately preceding their written and oral examinations.

Students who fail the examination may take it at any time it is regularly given within the following 12 months. If they fail a second time, they may petition the faculty for a re-examination during the following year. No student may take the examination more than three times.

POLICY ON WORK INTERNSHIPS

A student may spend a semester combining practical professional experience with formal off-campus study. A student wishing to do this must arrange a full-time job in his or her chosen area and arrange independent study integrating this work experience with formal theoretical study.

A written proposal, signed by the department in which the student intends to earn academic credit, must be submitted to the Curriculum Committee of the College. This proposal must also be signed by the faculty member charged with supervising and evaluating the project. The proposal must include a description of the student's goals in undertaking the program, a description of the experience that includes a summary of his or her responsibilities and the name of his or her supervisor, a description of the formal independent study course work, an explanation of the way in which the program relates the work experience and the formal independent study course work, and a description of the methods to be used in supervising and evaluating the entire project.

Eight credit-hours will be awarded for satisfactory completion of the project. No additional academic work may be taken during the semester of the project.

RESIDENCE REQUIREMENT

Four years are usually required to satisfy the course and residence requirements for the baccalaureate degree. Students of superior ability may complete the requirements in less time. As a rule, the senior year or the last two semesters are to be spent in residence at the College. However, students who have had one full year of residence previous to their senior year, and who apply for and are approved by the Academic Review Committee for off-campus study programs during their senior year, are permitted to count that work toward graduation requirements.

INDEPENDENT STUDY

Each department offers independent study for those students who have demonstrated the ability to work individually in some area of special interest. The student selects an area of study, subject to the approval of the chairman of the department, after which he or she completes an Application for Independent Study in the Registrar's Office before the start of that semester.

JANUARY TERM

The January Term provides opportunities for students to supplement and extend the learning experiences available during the traditional academic year. In January, students may participate in experimental courses, study single topics intensively, travel and study in various parts of the world, undertake an independent study, or fulfill a practicum.

During January, course offerings at other colleges across the country, including many foreign and domestic travel programs, are open to Bethany students through an exchange program.

Participation in the January Term is entirely voluntary.

SUMMER TERMS

There are two five-week summer terms and a 12-week independent study period. Most summer school courses are taught as seminars, tutorials, or independent studies. For additional information, consult with the director of the summer school.

COOPERATIVE U.S. STUDY OFFERINGS

ACADEMIC COMMON MARKET

Bethany is a member of the Academic Common Market, an interstate agreement among southern states for sharing academic programs. This agreement allows Bethany students, who qualify for admission, to apply for enrollment in 80 graduate degree programs in other common market states on an in-state tuition basis. This program is sponsored by the Southern Regional Education Board. Further information concerning the Academic Common Market may be obtained by contacting the director of placement.

ENGINEERING PROGRAMS

Special arrangements have been made with Columbia University in New York City (The Combined Plan), Georgia Institute of Technology in Atlanta (Dual-Degree Program), and Washington University in St. Louis (Three-Two Plan) for students interested in becoming professional engineers or applied scientists.

Students participating in one of these programs spend three years in the liberal arts environment at Bethany College and then attend either Columbia, Georgia Tech, or Washington University for an additional two years. The programs permit the student to earn both a bachelor's degree from Bethany and a B.S. in engineering or applied science from the cooperating engineering school upon completion of the five-year sequence.

The broad educational experience gained at Bethany and the engineering school is aimed at producing engineers and applied scientists who are better prepared to meet the social, political, economic, and environmental problems of today's world.

Entering freshmen who are interested in this program should select the appropriate level calculus course and either Chemistry 101 or Physics 201, depending on their career interest. This will allow for maximum freedom in course selection and career choice in subsequent semesters. Interested students should consult with the engineering advisor at their earliest convenience.

WASHINGTON SEMESTER

Arrangements have been made for one or two advanced students in history, political science, economics, or sociology to pursue studies in these fields under the direction of the American University in Washington, D.C. A student participating in this plan takes six to nine hours in regular academic work and six to nine hours in the study of government supervised by Bethany College and American University. Participants in the program must be recommended by the program advisor and have the approval of the dean of the faculty.

OVERSEAS STUDY OFFERINGS

Under approved supervision and direction, qualified students may secure credit for formal work completed in foreign colleges and universities. To be eligible for study abroad, the student should normally be a junior and must have the approval of the International Education Committee.

MADRID STUDY PROGRAM

Under special arrangement with the University of Madrid, qualified Bethany students may enroll for a semester or full year at the university.



OXFORD SEMESTER

Under this program, approximately 20 students spend the fall semester in Oxford, England, studying British literature, history, and culture with a Bethany professor. Participants are matriculated as full-time students at Bethany College, but live and study in Britain. Offered next in Fall 1976-77. Repeated occasionally.

PARIS SEMESTER

A group of approximately 15 students and one Bethany faculty member spends the fall semester in Paris, studying French civilization, literature, and language. This program is not designed for French majors and thus requires the equivalent of only one semester of college French for eligibility. Instruction is in English. Students take a French language course at their own level. Participants are matriculated as full-time students at Bethany College, but live and study in Paris. Offered next in Fall 1977-78.

PARIS SORBONNE PROGRAM

Under special arrangement with the Sorbonne, qualified Bethany students may enroll for a semester or full year in its Cours de Langue et de Civilisation Française. Bethany's official representative in Paris serves as counselor to Bethany students during their stay at the Sorbonne.

TÜBINGEN STUDY PROGRAM

Qualified students are given an opportunity to do intensive study in the German language and to work out an individualized program at the University of Tübingen, Germany. An adjunct member of the Bethany faculty serves as mentor.

SCANDINAVIAN SEMINAR

After an intensive study of the native language in a Scandinavian country, students enroll in a higher institution as fully matriculated students in that country.

OTHER OVERSEAS PROGRAMS

There are many additional overseas programs in which Bethany students have participated. These include:

- 1) Beaver College Semester at the City College of London (England)
- 2) Fairleigh-Dickinson University Semester at Wroxton College (England)
- 3) Brandeis University Semester at Hiat Institute (Israel)
- 4) Michigan State University AMLEC Foreign Language Centers throughout Europe
- 5) Chapman College World Campus Afloat
- 6) University of Glasgow, Scotland
- 7) Central College (Pella, Iowa) International Studies Program in Austria, England, Spain, Mexico, or France.
- 8) Wagner College Program in Bregenz, Austria
- 9) Schiller College in Heidelberg, Germany

The coordinator of international education programs provides interested students with information concerning programs which have been examined and approved.

CONTINUING EDUCATION PROGRAM

Believing that education is a life-long process, Bethany has instituted a non-degree, non-traditional program of continuing education within the framework of the liberal arts tradition of the College. The Thomas E. Millsop Leadership Center for Continuing Education serves as the physical setting for the vast majority of instructional activities in this program.

Continuing Education Units (CEUs) are awarded (one for every 10 contact hours) to participants in the program. The Registrar's Office maintains a continuing education transcript for each participant.

Most continuing education programs at Bethany comprise intensive, short-term, residential seminars, institutes, and workshops which are aimed at assisting people of all ages and backgrounds to deal with the complexities of modern living.

A large percentage of the offerings are developed by Bethany's faculty and staff while others are conducted by a broad spectrum of business, industrial, educational, professional, and church organizations which bring their students and educational formats to the Millsop Leadership Center.

POLICY ON CROSS-LISTED COURSES

When a course which is part of a department's *requirements* for its field of concentration is cross-listed, a student concentrating in that field may register for the course in any department in which it is cross-listed, but it will count as part of the maximum credit which may be earned by the student within the department of his or her field of concentration.



COURSE LOAD

A normal semester load is 16 hours. However, a student may elect activities courses (music, chorus, band, physical education) up to two hours with no additional fee charge. For example, a student could elect a one-hour activity course, two one-hour activity courses, or a two-hour activity course. Thus, the maximum academic course load is 16 hours plus two hours of activities courses. Permission to take additional courses must be obtained from the dean of the faculty. Fees will be charged for any such approved courses. Applications for excess hours are available in the Registrar's Office. A full-time student is defined as any student carrying at least 12 hours per semester.

GRADING SYSTEM

Letter grades given and their equivalents in quality points are:

A	4.00	C	2.00
A-	3.75	C-	1.75
B+	3.25	D+	1.25
B	3.00	D	1.00
B-	2.75	D-	.75
C+	2.25	F	.00

Students are required to take at least 100 hours of letter-graded work.

Grades mean: *A, Excellent; B, Good; C, Satisfactory; D, Inferior; F, Failure.*

Other report abbreviations and their meanings are:

- Cr.** *Credit.* No quality points.
- NCr.** *No-Credit.* No quality points or academic penalty.
- F.** *Failure.* No quality points; denotes work that is unsatisfactory.

Inc. *Incomplete.* Incomplete work is a result of sickness or some other justifiable reason. An incomplete must be removed by the end of the fourth week of the following semester, unless an extension of time is granted by the dean of the faculty. It is not possible for a student to remove an incomplete after 12 months.

W. *Withdrawn.* No penalty.

WF. *Withdrawn failing.* No quality points; indicates a course dropped with permission after the fifth week of the semester, with the student failing at the time of withdrawal. A grade of WF has the same effect on the student's grade-point average as an F.

Any student who carries 12 hours of letter-graded academic work may elect to take additional work on a Credit-No Credit basis in courses which are not used for the field of concentration or the distribution requirement.

A report of the scholastic standing of students is received at the Registrar's Office at mid-semester in addition to the final semester reports. These reports are sent to the faculty advisor and the parents or guardians of each student.

CHANGE OF SCHEDULE

During the first five class days of each semester, a student, with the approval of his advisor, may drop or add any course. No classes may be added after this time. With proper approval, a student may drop a course anytime before the final.

CLASSIFICATION OF STUDENTS

For sophomore rank a student must have at least 25 hours of academic credit. Admission to full junior standing is conditioned upon the student having at least 60 hours of

academic credit. For senior class rank the student must have at least 94 hours of academic credit.

Students are not considered candidates for the baccalaureate degree until they have been granted senior classification, have filed an application to take the Senior Comprehensive Examination in their field of concentration, and have filed an application for a degree.

CLASS ABSENCE POLICY

Students are expected to attend all class and appropriate laboratory meetings of a course and to participate in all outside activities that are a part of the course.

It is the responsibility of individual instructors to record attendance and to evaluate its importance in determination of course grades. Accordingly, instructors prepare at the beginning of each semester a written statement explaining their attendance policy and their consideration



of unexcused absences, make-up for excused absences, and related matters, which are in force for the whole semester. The instructor files this statement in the library and with the dean of the faculty. At the first class meeting, it is to be distributed to the class.

The dean of students grants excused absences in the event of serious personal or family emergencies or authorized College events. The dean of students files these excused absences with the registrar who issues reports to the faculty. Names of students who are seriously jeopardizing their academic progress by class absence are given to the dean of students, who initiates counseling with the student. Instructors may drop students with a WF (withdrawn failing) if absences are continued after consultation.

WITHDRAWAL

An honorable dismissal is granted to students in good standing who may desire to withdraw from the College if they have satisfied their advisor and a responsible officer of the College that there is a good reason to justify such action. Students asking to withdraw should present a written request to the dean of students along with a statement of approval from parent or guardian. The recommendation of the dean of students is next presented to the business manager and then to the registrar for final record. No withdrawal is considered complete until this procedure has been carried out.

PROBATION

The term "on probation" is applied to students who are allowed to continue at Bethany after having failed to meet the standards expected by the faculty and administration. Students may be placed on probation for any of the following causes:

- 1) Unsatisfactory scholastic record. The following academic bases will be used to determine probation each

semester: Freshmen must achieve at least 1.7, Sophomores 1.8, and Juniors and Seniors 2.0.

- 2) Unsatisfactory class attendance during the semester or preceding semester.
- 3) Unsatisfactory conduct at any time.

Probation is intended to be a warning to students (and to their parents or guardians) that their record is unsatisfactory and that unless significant improvement is made they will be asked to withdraw from the College. At the end of a semester on probation the student's total record is reviewed. Continued enrollment depends upon the trend of academic performance. The Academic Review Committee may dismiss any student if the student is not likely to meet the requirements for graduation in the usual period of four years. An extension of the four-year period



is granted only when there are extenuating circumstances.

While on probation, a student is not eligible to receive any grants from College scholarship or loan funds.

SPECIAL EXAMINATIONS

A student justifiably absent from a final examination or a test given in connection with regular class work is permitted to take a special test without payment of fees with the consent of the instructor and approval of the dean of the faculty. For any other examination a fee must be paid at the Business Office before the examination is taken, and the proper receipt must be presented to the instructor at the time of the examination.



TRANSCRIPT OF RECORDS

Students wishing transcripts of records in order to transfer to other schools or for other purposes should make application to the Registrar's Office at least one week before the transcript is needed. Transcripts are issued only at the request of the student, and official transcripts are sent directly to the college or university specified by the student. One transcript is furnished to each student without charge; for each additional transcript a fee of \$1.00 is charged. When three or more transcripts are ordered at the same time, the first transcript is \$1.00, whereas the others cost \$.50 each. Fees must accompany the request. All financial obligations to the College must be paid before a transcript is issued.

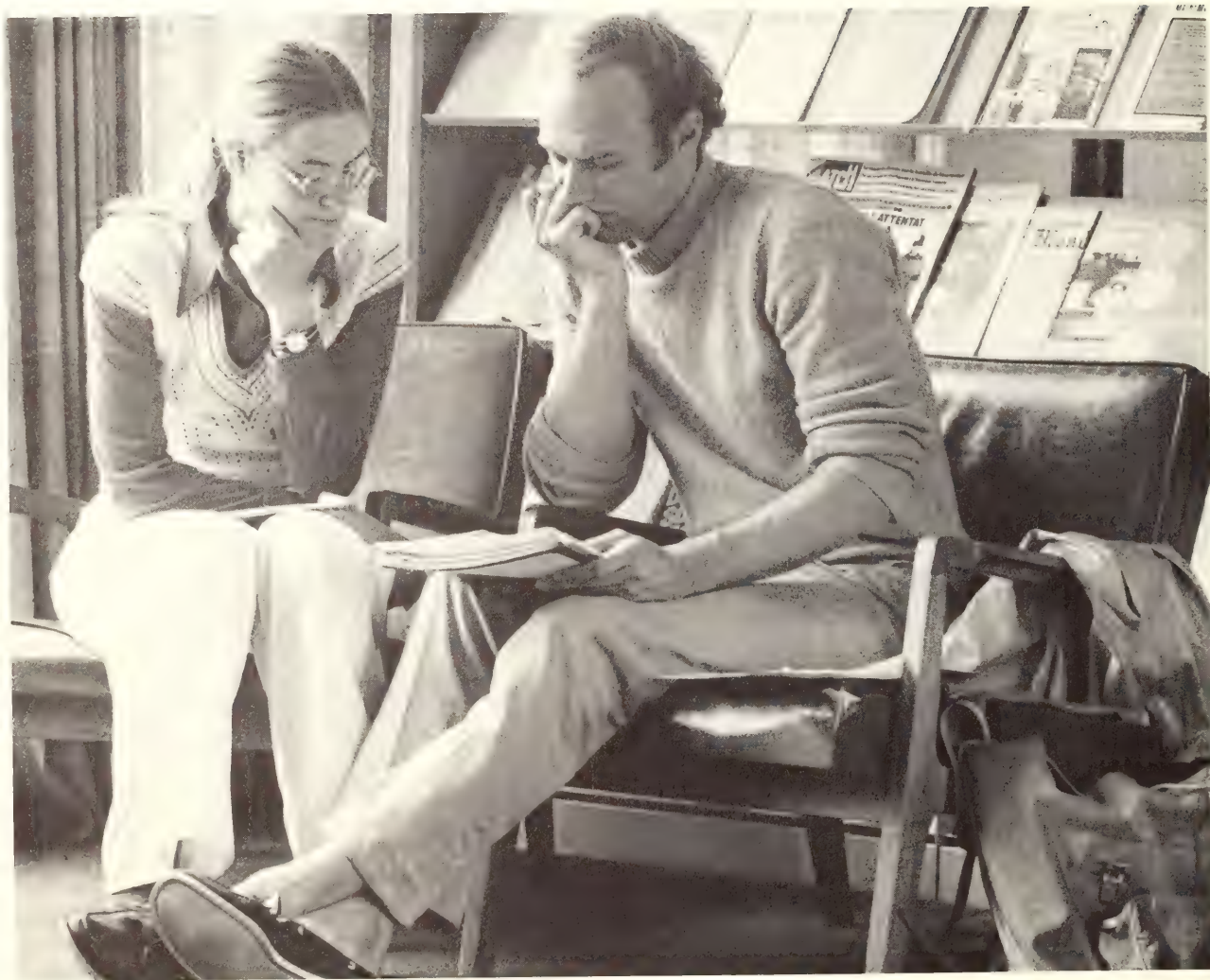
CHANGES IN REGULATIONS

Bethany reserves the right to amend the regulations covering the granting of degrees, the courses of study, and the conduct of students. Membership in Bethany College and the receiving of its degrees are privileges, not rights. The College reserves the right (and the student concedes to the College the right) to require the withdrawal of any student at any time.

INVALIDATION OF CREDITS

Courses completed at Bethany or elsewhere, more than 10 calendar years before the date of proposed graduation, are not accepted for credit toward graduation. All candidates are expected to comply with degree requirements in effect at the time of acceptance of the degree application. With the approval of the Academic Review Committee and the payment of the required fee, the candidate may take examinations, as administered by the various departments, for courses included in the current curriculum, to reinstate academic credit that may have been declared invalid because of date.

BETHANY



COURSE DESCRIPTIONS



Interdisciplinary Lecture 100

4 hours

A large lecture course (75-125 students) on an interdisciplinary theme or topic. As such, it requires that the methods and insights of various disciplines (e.g., history, physics, economics, literature) be used in studying the topic. The emphasis at every point is on the synthesis and integration of these areas. Every entering student is required to elect one interdisciplinary lecture course during the first two semesters at Bethany. Many upperclassmen choose to take second or third interdisciplinary lecture courses as electives.

Sec. 1 Nazism, Hitler, and the Crises of Life

A survey of the major tenets of Adolph Hitler and analysis of the historical, philosophical, and political roots of German National Socialism. Lectures and movies demonstrate how Nazism affected various phases of German culture and life (arts, sports, education, home, church, etc.). The student is assisted in relating the specific issues raised by Nazism to more general human questions concerning the meaning of suffering, ethical decision-making, personal commitment and integrity, and the uses of power. (*Richard B. Kenney*) Offered Fall 1976.

Sec. 2 The Land of the Free, the Home of the Slave

An examination of letters, diaries, spirituals, presidential papers, sorrow songs, African history, ships' records, legislation, plantation ledgers, folk tales, early theories of racial superiority, autobiographies, sermons, and other primary materials in an effort to understand the institution of slavery in the United States as it was seen by blacks and whites, slaves, and free men. Particular attention is given to the question of why the system of slavery was maintained in a nation which held "these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and Pursuit of Happiness." The analysis of slavery as an *institution* is balanced by a study of the impact of the institution on *individuals*, black and white, North and South. (*Larry E. Grimes*) Offered Fall 1976.

Sec. 3 The Leaning Tower of Babble

This course deals with some effects produced in American society as a consequence of the rapid increase in the variety and quantity of available information. Students will examine and challenge the contemporary thesis that improved communications promotes understanding between individuals and among groups. Emphasis is placed upon what is being communicated through such means as television, music, and film. (Stanley L. Becker) Offered Spring 1977.

Sec. 4 Frontier and Settlement: America's Westward Expansion

This course is a study of the American frontier experience and its impact on the development of the United States, from the first frontier on the Atlantic coast to the official closing of the frontier in 1890 and the subsequent search for new frontiers. Emphasis is on the geography, ecology, and native inhabitants of each of the frontier regions and the interaction of the settlers with them, on the settlers themselves (their reasons for migrating, the elements of the "East" they took with them, the impact of the frontier on them, and the institutions and cultures they created in their new environments), and on the impact of the West and the westerners on the attitudes, government, economy, society, and arts of the United States as a whole. (Anthony L. Mitch) Offered Spring 1977.



Freshman Seminar 111

4 hours

In the freshman seminar a small number of freshmen and their faculty advisor explore an area of mutual interest. Each seminar focuses on a specific topic, providing students with the opportunity to broaden and deepen their knowledge of the subject. It also affords the student an opportunity to develop the ability to present ideas with clarity, both in writing and in speech, through discussions and oral and written projects. Some seminars also seek to develop career-choice skills.

Sec. A Energy for Everybody

This seminar will consider the flow of energy, energy resources, and the economic geography of energy. It will stress man's uses of energy, with students examining the utilization of energy by differing cultures; economic, social and environmental problems resulting from the growing need for energy; and decision-making in the production of power. (John Daniel Draper)

Sec. B Soap and Stuff

What happens when you make an omelet, bake a cake, make wine, root beer or beer? What makes candy harden, jelly jell, fudge fudge or yogurt set? Why can changing the order of addition of ingredients make mayonnaise or a mess? What is a detergent? How do they work? This seminar will investigate these and a number of other questions related to everyday items and foods. In the process students will learn to prepare some of the dishes and beverages. Group projects will be undertaken which will demonstrate many of the theories that will be discussed. (Milton R. Smith)

Sec. C Sensitivity to the Natural World

Introduction to the natural world through observations of plants and animals in their natural settings. Most sessions are held outdoors, with several field trips to important natural sites. (Albert R. Buckelew, Jr.)

Sec. D Energy Shortage: Threat to the American Dream

This seminar will explore the interrelationships between energy availability and economic, political, social, and technological systems. We will examine the present situation and the prospects for the near and far term. Topics may include: the origin, forms, uses and distribution of energy; thermal pollution; strip mining; oil spillage; fossil vs. nuclear fired electric plants; energy and the GNP; solar energy; and other alternative energy sources. (William Hudnall)

Sec. E The Second World War

The seminar will focus on the principle participants, their decisions, and the results of their decisions. Simulations of the major engagements will enhance the study of the problems encountered by the military and political leaders. (*John M. Atkins*)

Sec. F 1776: Then and Now

This seminar will examine the American Revolution through the eyes of both the men who made the revolution and the present generation of Americans. The students will first seek to understand how the men of 1776, both the British and the colonist, viewed the revolution. They will then proceed to an examination of how the present generation of Americans perceives its revolutionary heritage. Attention will also be given to the questions: what should be and what will be the impact of the country's bicentennial celebrations? (*Hugh R. Engstrom*)

Sec. G The Middle East Today

Using short-wave radios, American and foreign newspapers and journals, propaganda pieces, and other means of gathering information, this seminar will learn to analyze current political, economic, and cultural developments in the east Mediterranean region. The



instructor was a professor at American University in Beirut, Lebanon, for 12 years. (*Burton B. Thurston*)

Sec. H The Computer: Master or Servant?

This seminar will discuss the legal, social, and psychological aspects of computers in our society. The following questions will be discussed: Can computers "think"? Is the "big brother" syndrome approaching? Are our privacy and security invaded by computers? The seminar includes several field trips to computer installations, and guest lecturers and films in the area of artificial intelligence. (*John S. Perrine*)

Sec. I We Dig Our Work: The Underground World of the Miner

This seminar will study the work, life-style, problems, and dreams of West Virginia miners. It will include field trips in deep mine shafts, and conferences with mine workers, foremen, managers, and environmental protection officers. Discussions will focus on issues of labor-management relations, ecology, energy consumption, and the effect of mining upon the social structure of Northern West Virginia. (*Ralph Hagopian*)

Sec. J Decision-Making

In-depth study of the decision-making process necessitates that an individual understand him/herself in relation to his/her value system and strengths and weaknesses. The decision-making process will be studied in relation to career decisions, personal decisions, and citizenship decisions that must be made as a member of the Bethany community and as a newly franchised citizen of the United States. (*Deborah Slade*)



Sec. K Education of the Self

This seminar will explore three areas considered crucial to personal adjustment and growth: the self-concept, relationships and communication, and a meaningful philosophy of life. Through readings and group discussions, it is hoped that students leave the seminar with a greater understanding and acceptance of self and others. (T. Gale Thompson)

Sec. L Introduction to Yourself

This seminar is an inquiry into the purpose and potential of the individual. Through the analysis and discussion of their readings, students endeavor to cultivate an understanding of the qualities necessary for self-esteem and success as a student and citizen in modern society. They will also, hopefully, be able to better distinguish between knowledge and opinion. (Harold O'Leary)

Sec. M Man in Community (You and I)

This seminar will study the ways in which people interact. Diverse community groupings — primitive tribes, social organizations, political jurisdictions, kibbutzim, therapy groups, families, etc. — provide the experiences for the study. The seminar itself may become the chief laboratory group. (William B. Allen)

vide the experiences for the study. The seminar itself may become the chief laboratory group. (William B. Allen)

Sec. N Understanding Parents: Their Lives and Times

This seminar will seek a better understanding of the social and historical forces and life experiences that have molded the beliefs, attitudes, values, and life-styles of men and women in the 40 to 60 age range — the age range in which we find the parents of most college students. It will examine the history and popular culture of the years between the 1930's and the present, looking at the world picture presented in pop music, movies, magazines, newspapers, and literature. We will also examine the literature that deals with the life-stages through which men and women in our culture normally progress as they pass from childhood to middle age. As a final project in the course, each student will be expected to do an in-depth biography of his or her own parents. (J. Trevor Peirce)

Sec. O Big Band Jazz

Introduction to the world of big jazz bands and its influence upon the social conditioning music instills. An attempt is made to analyze jazz as a distinct musical idiom and to trace its origins and features that distinguish it from other varieties of music. Field trips to jazz concerts in the tri-state area will be scheduled. (Albert DeVaul)

Sec. P Sports: Service or Servitude?

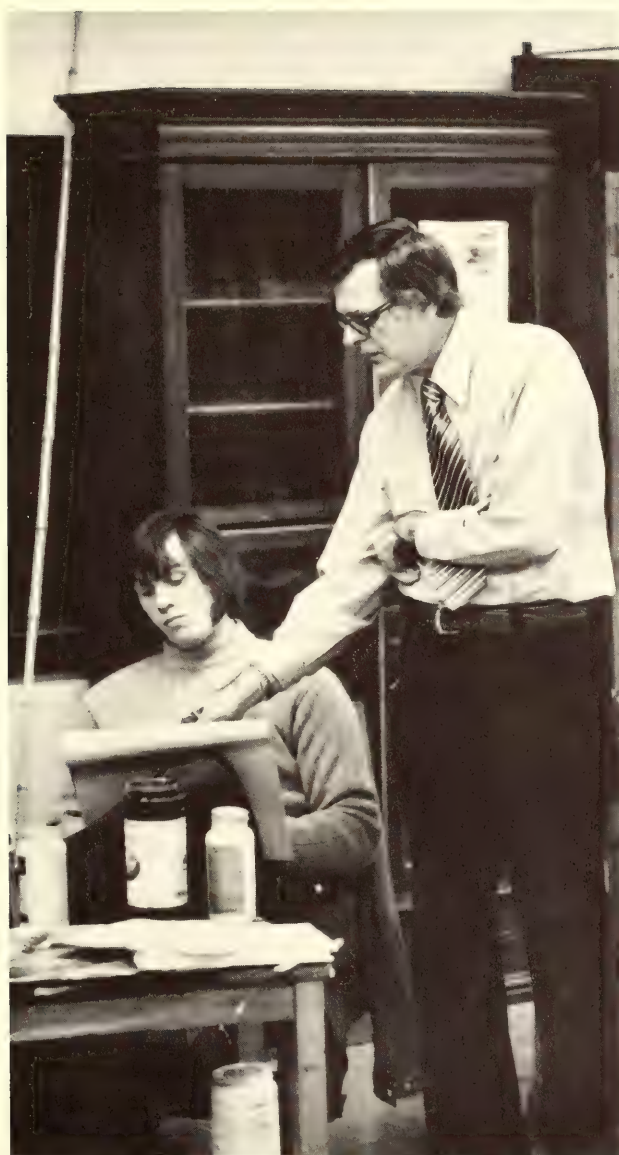
This seminar will explore the role of sports in American society 1976, examining the social, economic, psychological, and recreational functions of both professional and amateur sports. On the basis of this study, students attempt to determine the possible directions for sports in the future and to ascertain the positive and negative results of sports in the present. (James E. Allison)

Sec. Q Cowboys, Gangsters, and Private Eyes: A Study of Change and Continuity in the Presentation of an American Popular Hero Type

Students will read novels, watch movies, and read secondary materials in an attempt to define the nature of, and changes and continuities in relation to, the popular hero types presented in cowboy, gangster, and private eye materials. (Larry Grimes)

Sec. R Science Fiction: Concepts and Consequences

Science fiction is a form of entertainment, but it also can enable us to "see" ourselves, our world and our possible futures. In this seminar we will examine several of the speculative concepts developed by Science Fiction authors and explore the consequences of these concepts for our own realities. (Robert E. Myers)



Art

AIMS

To provide a balanced background for students who wish to pursue a career and/or advanced study in art or graphic design; to prepare students for teaching or supervising art on either the elementary or secondary level; to combine art with academic studies as a broad basis for liberal education on the college level; and to provide an atmosphere in which the student is encouraged to acquire standards for the evaluation, practice and appreciation, and application of the plastic arts.

REQUIREMENTS FOR FIELD OF CONCENTRATION

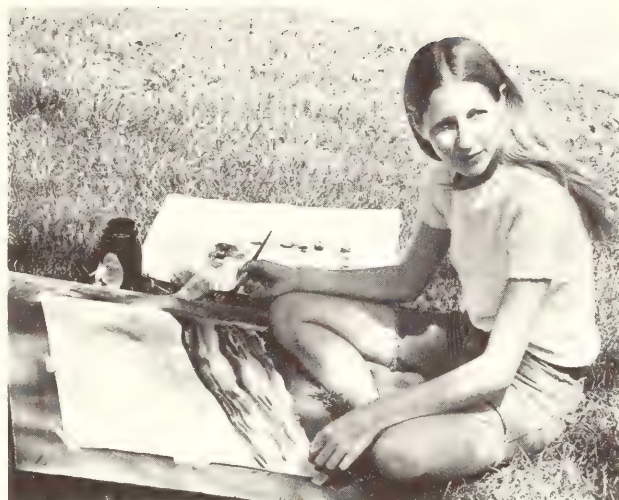
The minimum requirement for a major in art is 40 semester hours, including Art 200, four hours of drawing, two hours of painting, Art 201, Junior Seminar, and Senior Project. At least 10 credit hours must be in art history courses. Departmental meetings are required of all majors (approximately two per year), and each student must participate in at least one departmental-sponsored museum tour of Washington, D.C., prior to the senior year. Prerequisites must be observed unless the student can show evidence of equivalent disciplines.

The Art Department reserves the right to retain permanently one work from each student in each class. Other works may be held temporarily for use in specific exhibitions and will be available to owners no later than one year after the lending date.

Art 200 Introduction to Two-Dimensional Design

4 hours

Basic course work in the theories and practice of two-dimensional design; study of the elements and materials in relation to design potentials with practical application. *Prerequisite for all art majors.*



Art 201 Introduction to Three-Dimensional Design 2 hours

Basic course work in theories and practice of three-dimensional design; study of the elements and materials in relation to design potentials with practical application. *Spring semester only.*

Art 205 Drawing 1 2 hours

Concentrated activity in drawing using a variety of drawing media. Primary emphasis is placed on still life and landscape. *Fall semester only.*

Art 206 Drawing 2 2 hours

Concentrated activity in drawing using a variety of drawing media. Primary emphasis is placed on figure drawing and portraiture. *Spring semester only.*

Art 210 Ceramics 1 2 hours

Studio experiences in forming, firing, and glazing pottery, including ceramic sculpture. Individual projects according to student's ability.

Art 250-J Jewelry 4 hours

A studio course designed to develop a basic awareness of the principles and elements of contemporary jewelry design, through practical application. *January term only.*

Art 300 Painting 1 2 hours

Creative exploration of the techniques of watercolor and acrylics, using still life, landscape, portraiture, and imaginative subject matter in a variety of styles. *Fall semester only.*

Art 301 Painting 2 2 hours

Creative exploration of the techniques of oil paints and compatible media, using still life, landscape, portraiture, and imaginative subject matter in a variety of styles. *Spring semester only.*

Art 305 Drawing 3 2 hours

Advanced problems in drawing with a concentration in a specific area, including still life, landscape, and imaginary drawing. Emphasis on composition. *Prerequisite: Art 205. Fall semester only.*

Art 306 Drawing 4 2 hours

Advanced problems in drawing with a concentration in a specific area, including figure drawing and portraiture. *Prerequisite: Art 206. Spring semester only.*

Art 310 Ceramics 2 2 hours

Advanced problems in media and subject matter selected by the student with the advice of the instructor. *Prerequisite: Art 210.*

Art 320 Sculpture 1 2 hours

Creative expression in three-dimensional forms. Students work with materials that are readily available and easily handled, such as wood, wire, plaster, and clay. *Prerequisite: Art 201 or permission of the instructor. Fall semester only.*

Art 325 Printmaking 1 4 hours

Introduction to printmaking processes emphasizing creative expression through such techniques as relief, intaglio, planographic, serigraphy. *Prerequisite: Art 205 or permission of the instructor. Spring semester only.*

Art 340 Art Activities in the Elementary School 2 hours

Study of the theories and goals of art education in the elementary school with emphasis on the child's growth and development through art. Exploration of art techniques is included. *First half of fall and spring semesters.*

Art 400 Painting 3 2 hours

Advanced exploration of the aqueous media with an individual choice of subject matter and style. *Prerequisite: Art 300. Fall semester only.*

Art 401 Painting 4 2 hours

Advanced exploration in oils and compatible media with an individual choice of subject matter and style. *Prerequisite: Art 301. Spring semester only.*

Art 420 Sculpture 2 2 hours

Advanced problems in media and subject matter selected by the student with the advice of the instructor. *Prerequisite: Art 320. Fall semester only.*

Art 425 Printmaking 2 4 hours

Advanced problems in media and subject matter selected by the student with the advice of the instructor. *Prerequisite: Art 325. Spring semester only.*

Art 478 Junior Seminar 2 hours

Required of all students concentrating in the field. A survey of art for review and interpretation of the particular problems of this field. *Fall semester only.*

Art 480 Methods and Materials in Art 4 hours

Problems in the teaching and administration of art programs (May be taken for credit as Education 480). *Spring semester only.*

Art 487-488 Independent Study 2 or 4 hours each**Art 490 Senior Project** 2-8 hours

Begins during the second semester of the junior year.

Graphic Design

The following courses provide students interested in communications, graphics, and advertising with background pertinent to the field. An interdisciplinary program can be developed between the Art Department and the Communications Department. See the respective department chairmen for requirements.

Art 303 Lettering and Layout 4 hours

Introduction to calligraphy, typography, letter forms, and layout, with emphasis on design, legibility, and creative practice. *Fall semester only.*

Art 304 Design Applications 4 hours

Emphasis on problem solving experiences as related to visual communications. The mechanics and psychology of two-dimensional and three-dimensional design are explored as a foundation for graphic design. *Spring semester only.*

Art 404 Television Graphics 4 hours

Emphasis on the design of visual symbols for television. Combines principles of graphic art with the particular requirements of television production. *Art 303 and 304 recommended but not required. Fall semester only.*

Art 405 Illustration 4 hours

Advanced problems in advertising, book, and magazine illustration, with emphasis on procedures necessary to pictorial expression of ideas. *Art 200 and 205 recommended but not required.*

Art 406 Graphic Communications Design Studio 4 hours

Emphasis on professional procedures, structure, communication functions, and processes as applied to areas of graphic design in practical applications. *Prerequisites: Art 303, 304, 405, or permission of the instructor.*

Art History

The following courses are surveys, intended to introduce students to a variety of artistic achievements, and to discuss selected artists, their methods, media, and contributions, against the context of their time. The continuity of artistic development is stressed.

Art 351 The Ancient World 2 hours

Beginning with an introduction to paleolithic art, this course concentrates on the art of the Ancient Near East, Egypt, Classic Greece, and Rome. *Alternate years: Fall 1976-77, first half of the semester.*

Art 352 Medieval and Renaissance Art 2 hours

Covers Early Christian and Byzantine art, the architectural achievements of the Middle Ages, and the advanced painting styles of the Italian and Northern Renaissance. *Alternate years: Fall 1976-77, second half of the semester.*

Art 353 Western Art from 1500 to 1800 2 hours

Concentrates on the increasing momentum achieved by artistic experimentations in painting, architecture, and sculpture, progressing



from the High Renaissance, Mannerism, and Baroque, through Rococo and Neo-Classicism. The contributions of such significant artists as Michelangelo, Bernini, Velasquez, Rubens, and J. L. David are discussed. *Alternate years: Spring 1976-77, first half of the semester.*

Art 354 Western Art from 1800 to the Present 2 hours

Covers such important schools and movements as Romanticism, the English landscape school, Impressionism, Cubism, Art Nouveau, and Surrealism. Painting, sculpture, and architecture are treated. *Alternate years: Spring 1976-77, second half of the semester.*

Art 355 Asian Art History 2 hours

Introduction to the arts of China, Japan, and India with some reference to Islamic art. *Alternate years: Fall 1977-78, first half of the semester.*

Art 356 U.S. Art 2 hours

Survey of the development of the arts in the U.S. from Colonial times to the present with emphasis upon the evolution of style in architecture, sculpture, and painting. *Alternate years: Fall 1977-78, second half of the semester.*

Art 358 Art History Seminar 4 hours

Deals with specific aspects of the history of art for individual investigation. Also includes methods of research. Topics for study are chosen by the students with the approval of the instructor. Involves specialized and selected readings in the field and individual and group discussions. *Prerequisite: four or more semester hours of art history. Alternate years: Spring 1977-78.*

Biology

AIMS

To acquaint students with the living world around them and with basic life processes; to demonstrate the scientific methods as an approach to problem solving; to cultivate an appreciation of research; to develop laboratory skill in various types of work in biology; to train students as teachers of biology and for certain professional work related to this field, and to help students find and appreciate their role in the natural environment.

REQUIREMENTS FOR FIELD OF CONCENTRATION

A minimum of 32 semester hours in the department including the Senior Project, and a minimum of 16 semester hours in chemistry, at least six of which are organic chemistry. Eight hours of physics are also required. German or French is recommended for those students going on to graduate school. A semester of calculus is also strongly recommended.

Students who plan to teach or become professional biologists should consider the following courses: Biology 100, 101, 102, 104, 201, 228, 303, 326, 338, 343, 365, 367, 425, 442, and 490.

Students preparing for work in medicine, dentistry, or as laboratory technicians should consider the following courses: Biology 100, 101, 105, 201, 303, 343, 367, 442, and 490.

Students considering a concentration in biology should consult with the chairman of the department during the first semester of their freshman year.

Bio. 100-110 Topics in General Biology

Biology majors may elect up to eight hours of these topics to be considered toward the required number of hours for the field of concentration.

Bio. 100 Organ Systems of Vertebrates

2 hours

Examination of the fundamental structures of mammals — including man — and their functions. Systems: skeletal, integument, digestive, circulatory, urogenital, and nervous.

Bio. 101 Animal Diversity

2 hours

Examination of the animal kingdom with emphasis on the adaptation of the organism. Various systems are studied as to possible methods of evolving through adaptation.

Bio. 102 Horticultural Science

2 hours

Examination of the scientific concepts on which horticulture is based. The plant, being the basis of all horticultural activities, is the main emphasis.

Bio. 103 Conservation of Natural Resources

2 hours

Study of the rational use of natural resources. Emphasis is placed on the study of current legislation on local, state, and federal levels.

Bio. 104 Survey of the Plant Kingdom

2 hours

Major areas of study focus on the algae, fungi, and bryophytes. Special emphasis is placed on the evolution of the plant kingdom.

Bio. 105 First Aid as Related to the Principles of Biology

2 hours

Major emphasis is placed on the biological principles utilized in the standard first aid and personal safety course of the American Red Cross. Red Cross certificates may be earned by those passing the examination. Opportunity for instructors' certificates will be presented as an option at the end of the course. Does not fulfill distribution requirements in the physical and life sciences. (May be taken for credit as Physical Education 105).

Bio. 167 Introduction to Mammalian Anatomy and Physiology

4 hours

Mammalian anatomy as exemplified in the cat. Discussion and study of the functioning of the tissues and organ systems of the human body. Lab study of the anatomy of the cat, and human physiology. Discussions, demonstrations, and individual lab work. Not open to biology majors. *Prerequisites:* Bio. 100, 101.

Bio. 169 Introduction to Computer Science

2 hours

Introduction to computer programming and computer design. Emphasis is placed upon utilization of the computer in solving problems encountered in biology.

Bio. 201 Comparative Vertebrate Anatomy

4 hours

Comparative anatomy of the representative forms of vertebrates; lab study of the comparative anatomy of the shark, other lower vertebrates, and the cat.

Bio. 205 Emergency Medical Training

4 hours

The medical, communication, transportation records, and report instructions required to be certified by the West Virginia Department of Health as an emergency medical technician. Red Cross advanced first aid certificates may be earned by those passing the examination. Does not fulfill distribution requirements in the physical and life sciences.

Bio. 210 Evolution

2 hours

Evidence for the theories of evolution with special attention to the modern synthesis of genetics and ecological factors. *Prerequisite:* An elementary course in biology or permission of the instructor.

Bio. 228 Field Botany

2 hours

Introduction to the taxonomy of vascular plants with emphasis on the local flora, including the techniques of herbarium science.

Bio. 230-S Methods in Environmental Education

2 hours

Introduction to the materials and methods of environmental science for elementary and junior high school teachers, and camp leaders. Basic techniques in field biology and man's relationship to the natural world are emphasized. Part of the course is conducted at a mountain camp. *Summer session only.*

Bio. 231 Ornithology

2 hours

Anatomy, behavior, and identification of birds.

Bio. 303 General Genetics

4 hours

A synthesis of basic principles and modern molecular theory. Facility with simple mathematics is highly desirable.

Bio. 326 Ecology

4 hours

Study of the general principles of bioecology of plants and animals. Special emphasis is placed on field study of several communities.

Bio. 330-S 330-J Urban Ecology

2 hours

Covers major areas of environmental quality management: water pollution, air pollution, solid-wastes disposal, noise pollution, and housing regulations. *Summer session and January term only.*

Bio. 338 Advanced Botany

4 hours

Morphology of the vascular plants plus a study of the fundamental life processes of plants: growth, irritability, nutrition, metabolism, and hormonal control. *Offered Spring 1976-77.*

Bio. 343 Microbiology

4 hours

Morphology and physiology of micro-organisms; principles of lab technique; cultural characteristics and environment influences on microbial growth.

Bio. 365 Invertebrate Zoology

4 hours

The invertebrate animals including phylogeny and morphology. A lab study of representative forms of invertebrates is made.

**Bio. 425 Animal Physiology**

4 hours

Structure and functions of the human body; the mechanism of bodily movements, responses, reactions, and various physiological states.

Bio. 428-J Tropical Ecology

4 hours

Study of plant and animal ecological relationships in a tropical zone (Virgin Islands, Puerto Rican rain forest, and the Florida Everglades). *January term only.*

Bio. 440 Histology-Microtechniques

4 hours

Structure of the cell, its modification into various tissues, and the practice of general histological techniques.

Bio. 442 Embryology

4 hours

Histogenesis, organogenesis, and somatogenesis in selected invertebrates and vertebrates; embryos of the pelecypod, starfish, sea urchin, amphioxus, frog, chicken, and pig are studied in the lab.

Bio. 451 Special Area Studies

2 or 4 hours

When adequately trained faculty are available and sufficient student demand arises, the department will organize and offer courses in an area not covered in regular course offerings.

Bio. 467 Cell Physiology and Biochemistry

4 hours

Introduction to the structural organization of cells and the important aspects of cell physiology in the light of modern biochemistry and biophysics. *Prerequisite: Chem. 211-212 or permission of the instructor.*

Bio. 480 Methods and Materials in Teaching Physical and Life Sciences

4 hours

For course description see General Science 480. (May be taken for credit as Education 480).

Bio. 487-488 Independent Study

2 or 4 hours each

Bio. 490 Senior Project

4-8 hours

Starts the first semester of the junior year and is to be completed in the spring semester of the senior year.



Chemistry

AIMS

To contribute to the student's general knowledge and understanding of the nature of the physical world and his or her understanding of the place of chemistry in industrial and business life; to provide experience in the scientific method of reasoning; and to provide students concentrating in this field with a thorough and practical education in chemistry which may be useful in industrial, technical, and graduate work.

REQUIREMENTS FOR FIELD OF CONCENTRATION

A minimum of 36 hours in the department exclusive of the Senior Project. The distribution must include Chemistry 101, 102, 211, 212, 222, 224, 323, 324, 402, 414, 421 plus four hours of electives and at least four hours of Senior Project; Mathematics 201, 202; Physics 201, 202; and at least two hours from the group of Physics 169, Physics 269, Physics 300, or Mathematics 341. Students who plan to do graduate work in chemistry will demonstrate a reading knowledge of chemical German, French, or Russian. Additional courses in mathematics are also strongly recommended. All courses in chemistry as well as the indicated courses in mathematics and physics must be taken for a letter grade. For those students for whom it might be advantageous, a program of study is offered consistent with the most recent standards laid down by the American Chemical Society.

The entering freshman who is interested in chemistry should select Chemistry 101 and mathematics at the appropriate level. Programs for subsequent semesters must be decided in conference with the faculty advisors for chemistry. Students planning to take the MCAT are strongly advised to take a course in the history of the fine arts during their fourth or fifth semesters.

Chem. 101 General Chemistry and Inorganic Qualitative Analysis 4 hours

Study of theoretical and descriptive inorganic chemistry. The lab work is primarily a study of the principles and practice of a systematic qualitative scheme of analysis for the cations and anions. *Prerequisites:* two units of mathematics or concurrently with Math. 103. Three lectures and three hours of lab per week. Offered fall semester.

Chem. 102 General Chemistry 4 hours

Continuation of the lecture portion of Chem. 101. Study of solubility and acid-base phenomena in aqueous systems with appropriate lab work. *Prerequisite:* Chem. 101. Offered spring semester.

Chem. 169 Introduction to Computer Science 2 hours

Introduction to computer programming and computer design. Emphasis is placed upon utilization of the computer in solving problems encountered in chemistry.

Chem. 211-212 Organic Chemistry 4 hours each

Introduction to the study of the organic compounds of carbon, both aliphatic and aromatic, involving a considerable amount of the electronic mechanisms of organic reactions. Lab work consists largely of organic preparations. *Prerequisites:* Chem. 101, 102. Three lectures and three hours of lab per week.

Chem. 222 Chemical Thermodynamics 2 hours

Introduction to the concepts and experimental techniques of classical thermodynamics with special emphasis on the concepts of enthalpy, entropy, and free energy. *Prerequisites:* Chem. 102; Math. 202 or permission of the instructor. Offered first half of the spring semester.

Chem. 224 Introduction to Chemical Spectroscopy 2 hours

Study of the different energy states of atoms and molecules; the statistical principles governing the distribution of particles within these states; and the transitions between states. *Prerequisites:* Chem. 102; Math. 202 or permission of the instructor. Offered second half of the spring semester.

Chem. 311 Bonding and Symmetry in Organic Chemistry 2 hours

Introduction to group theory and simple molecular orbital calculations as they apply to organic chemistry and to the spectra of organic com-



pounds. Emphasis is placed on problem solving and structural determinations from spectroscopic data. *Prerequisites:* Chem. 212; Chem. 224 or permission of the instructor. Offered fall semester.

Chem. 314 Introduction to Biochemistry 2 hours

Study of the chemistry of some of the more important biological processes with emphasis on reaction mechanisms and methods of elucidation. *Prerequisite:* Chem. 212. Offered spring semester.

Chem. 321 Application of Spectroscopy to Chemical Systems 2 hours

Applications of spectroscopic theory to chemical systems with emphasis on chemical analysis. *Prerequisite:* Chem. 224. Offered first half of the fall semester.

Chem. 323 Kinetics and Solutions 2 hours

Study of rate processes, especially in the liquid phase. *Prerequisite:* Chem. 222. Offered first half of the fall semester.

Chem. 324 Electrochemistry 4 hours

Study of oxidation-reduction and phenomena associated with solutions of electrolytes, application of these principles including classical electrochemical analysis, and the measurement of basic physical parameters. *Prerequisite:* Chem. 222. Offered spring semester.

Chem. 402 Advanced Inorganic Chemistry 2 hours

Chemistry of certain elements and their compounds is studied and interpreted on the basis of modern theories of atomic and molecular structure. The necessary foundation in quantum mechanics is reviewed. *Prerequisites:* Chem. 222, 224. Offered fall semester.

Chem. 411 Physical Organic Chemistry 2 hours

Study of the theories and techniques relating structure and properties of organic compounds. *Prerequisites:* Chem. 212; Chem. 222 or permission of the instructor. Offered spring semester.

Chem. 414 Advanced Organic Chemistry 2 hours

Study of selected advanced topics in organic chemistry including reaction mechanisms. Lab is introduced, where appropriate, and stresses the use of instrumentation. *Prerequisites:* Chem. 212; Chem. 222 or permission of the instructor. Offered fall semester.

Chem. 421 Chemistry of the Condensed Phases 2 hours

Study of special problems associated with the liquid and solid states. *Prerequisite:* Chem. 222. Offered second half of the fall semester.

Chem. 430 Special Topics 2 hours each

Series of three courses devoted to the consideration of advanced topics and areas of special interest in the fields of Inorganic Chemistry (430-A), Organic Chemistry (430-B), and Physical Chemistry (430-C). *Prerequisite:* Permission of the instructor.

Chem. 477-478 Seminar in Chemistry 2 hours

Presentation of current research topics by students, faculty and visiting lecturers.

Chem. 480 Methods and Materials in Teaching Physical & Life Sciences 4 hours

For course description see General Science 480. (May be taken for credit as Education 480).

Chem. 487-488 Independent Study 2 or 4 hours each**Chem. 490 Senior Project** 4-8 hours

During the junior year the chemistry major is introduced to the methods of employing the chemical literature, selects a topic for advanced investigation, and makes a literature search of background material as a basis for an in-depth study in this area. There is one class meeting each week for both semesters. Following this preliminary work, an investigation of a significant topic in chemistry is made by each senior under the direction of a faculty member in the department. This work culminates in a written and oral report at the end of the senior year.

Communications

AIMS

To help students integrate oral and written forms of communication; to encourage the development of logical thought processes across disciplines; to aid in the development of a personal theory of communication; and to provide theoretical and practical preparation for students desiring to do radio, television, newspaper, magazine, or book-publishing assignments; free lance writing; public relations or advertising counseling; high school, college, or industrial publications; or teaching of speech and journalism.

REQUIREMENTS FOR FIELD OF CONCENTRATION

Communications 101, 201, 202, 203, 206, 209, 210, 403, a Senior Project, a departmental-approved vocational practicum internship in the mass media or advertising or public relations, and at least one semester's work on a campus publication, Cable 3, or WVBC-FM. Normally, students would take 101 in the first year; 201, 202, 209 and 210 in the second year; and 403 in the third or fourth year. Twelve hours in English are also required as is proficiency in reading a foreign language at the 200 level. Courses in marketing, statistics, and art are recommended.

Students must have achieved at least sophomore standing for enrollment in any of the 300- and 400-level courses in the department.

Comm. 101 Introduction to Mass Communications 4 hours

History and functions of mass communications. Role of newspapers, magazines, radio, television, books, movies, feature syndicates, wire services, and adjunct agencies in modern society.

Comm. 201 Reporting 4 hours

Theory and techniques of writing news stories for print and electronic media, syndicates and wire services. Lab practice in writing objective, interpretative, and editorial articles.

Comm. 202 Copy Editing and Layout 2 hours

Principles and practice in editing copy for publication; includes typography, layout, design of letterpress and offset newspapers, and use of computers. *Prerequisite: Comm. 201 or 206.*

Comm. 203 Interpersonal Communication: Speech 4 hours

Relationship of oral and non-verbal communication and thought. Stress on performance in speech and in creative listening. Analysis and delivery of speeches. Individual evaluations of performance. (May be taken for credit as Theatre 203).

Comm. 204 Theories of Public Speaking 2 hours

Exploration of the complexities of communication. Beginning with a study of various models of communication, the course then focuses on the psychological dynamics of individual participants in a communicative art. Interpersonal contacts are explored through a study of both verbal and non-verbal interaction. The influence of communication on the socio-cultural system represents a substantial portion of the course.

Comm. 205 Advanced Interpersonal Communication: Speech 2 hours

Speeches and oral interpretation specially adapted to individual student needs and interests. Debate. Creative dialogue. Committee meetings. (May be taken for credit as Theatre 205).

Comm. 206 Features 4 hours

Role of human interest approach in writings for print and electronic media, advertising, and public relations media. Practice in writing short and longer process, profile, personal experience, collective, interview, and think pieces for professional journals and mass audience media. *Prerequisite: Comm. 201.*

Comm. 209 Broadcasting and Society 2 hours

History of U.S. broadcasting. Concentration on public issues and the effect of electronic media on other basic institutions of society. Contributions and criticisms of radio and TV. Functions of the FCC.

**Comm. 210 Broadcast News Gathering and Writing** 2 hours

Lecture and lab course designed to acquaint the student with basic principles of gathering and writing news for radio and television. Styles of broadcast writing, effective composition and editing, use of recorded material, and reporters' ethics are examined through class discussions and practice sessions.

Comm. 220-J Caribbean Journalism 2 hours

Study of the mass media and their impact economically, socially, politically, religiously, and educationally on the various Caribbean groups. The course deals with the media in the Virgin Islands, Puerto Rico, Cuba, Haiti, Dominican Republic, and the Caribbean Commonwealth nations. *January term only.*

Comm. 281 TV Programming 2 hours

Historical development. Current trends and practices, program designs, and audience analysis.

Comm. 288 TV Production 2 hours

Use of TV, film, and projection equipment. Program planning, directing, acting, and production.

Comm. 301 Principles of Advertising 4 hours
Study of history, philosophies, principles of advertising, media, markets, merchandising. Role and evaluation of advertising. Stress on copy writing and layout.

Comm. 302 Principles of Public Relations 4 hours
Contributions and criticisms of public relations. History, philosophies, trends, principles. Case studies of institutional programs. Preparation of a creative project such as a trade journal.

Comm. 304 Press Law 2 hours
Treatment of national and state constitutional and legislative laws and court decisions regarding freedom and responsibility of the print and electronic media, advertising, and public relations. Principles and case studies of libel, privacy, privilege, copyright, and contempt. Social responsibility of the media.

Comm. 306 American Magazines 2 hours
Role and contributions of U.S. magazines, historically and currently. Trends in writing style, editing, production, layout, advertising, promotion, reader research, and circulation. Practice in writing three articles for a professional journal and general circulation magazines.

Comm. 335 School Publications 2 hours
Practical course in which class members do reporting, editing, and layout work. Editorial and design problems of high school, college yearbooks, catalogs, and literary journals are also considered with school periodicals as examination pieces.

Comm. 336 Photo Journalism 2 hours
Basic photography; coordinating words and pictures; picture editing; recognizing, developing, and creating picture stories; scheduling and assigning photos. Picture layouts.

Comm. 355 Sociology of Knowledge 2 hours
(See Sociology 355).

Comm. 365 Audio-Visual Education 2 hours
(See Education 365).

Comm. 376 Educational and Public Broadcasting 2 hours
Lecture and discussion course designed to acquaint the student with the origins and development of non-commercial, educational radio and

television in the United States. Organization, programming and other services, current problems, and future prospects of such stations are examined through selected readings, viewing, and listening to educational stations, plus class discussions.

Comm. 377 The Performing Arts in Radio and TV 2 hours
Studio course utilizing specific exercises designed to develop individual style in camera and microphone techniques. Useful to all students of the performing arts as well as those desiring a career in radio and/or TV announcing, acting, and singing.

Comm. 378 Audio Production 2 hours
Lecture and lab course designed to acquaint the student with basic techniques of audio production. The course employs both classroom discussions and practical projects in the WVBC radio studios. Emphasis is on techniques applicable to use of sound in radio, television, cinema, and theatre.

Comm. 379 Cable TV: Theory 2 hours
Lecture-discussion course in history, theory, standards, programming, and governmental regulations of the cable television industry.

Comm. 380 Cable TV: Production Techniques 2 hours
Demonstration-lab course designed to acquaint the student with the tools, elements, and techniques of cable television production. Students serve as cameramen, floor managers, and audio-video switchers. (May be taken as Theatre 380).

Comm. 382 TV Station Management Problems 2 hours
Legal aspects. Economic and operational factors. Developing local talent. Personnel, budgetary, promotional, and other problems.

Comm. 383 Advertising Writing for Radio and TV 2 hours
Theory and practice in preparing advertising copy for local, regional, and national radio and TV. Audience evaluation, research, and planning campaigns. Construction of 10, 20, 30, and 60-second ads.

Comm. 389 Writing for Electronic Media 2 hours
Writing of dramas and documentaries. Interviews, research, and contribution of dramas and documentaries to American cultural patterns.
Prerequisites: Comm. 209 and 210 in addition to sophomore standing.

Comm. 401 History of Journalism 4 hours

History of newspapers, magazines, radio, television, and books in the U.S., Europe, Asia, Latin America, and Africa. Role of press in developed and developing nations. *Alternate years: 1977-78.*

Comm. 402 Public Opinion 4 hours

The nature, significance, and principles of public opinion. Includes studies of public opinion formation and measurement, the roles of news media, advertising, censorship, propaganda, political indoctrination, and other factors.

Comm. 403 Reading and Research in the Foreign Press 2 or 4 hours

Selected readings, content analysis, and other research in periodicals of one foreign language. (May be taken for credit as Foreign Language 403). *Prerequisites: Junior or senior standing and completion of a 200-level course or equivalent in a foreign language.*

Comm. 404 Advanced Advertising 2 hours

Study of principles of writing and layout for a sustained campaign. Preparation of a campaign for a product and/or service of a profit or non-profit institution.

Comm. 405 Advanced Public Relations 2 hours

Study of principles of writing and layout for an institutional magazine or newsletter. Preparation of a periodical for a profit or non-profit institution.

Comm. 480 Methods and Materials in Teaching Communications 2 hours

Subjects include the methods and materials of teaching communications, photo-journalism, and specialized reporting. (May be taken for credit as Education 480).

Comm. 487-488 Independent Study 2 or 4 hours each**Comm. 490 Senior Project** 2-8 hours

Economics & Business

AIMS

To help students understand how man's struggle to provide for his needs and wants in a world of limited resources is related to all of man's problems: personal, social, political, and spiritual; to provide knowledge and develop proficiency in the application of analytical tools to the problems of society and business. The courses offered serve as preparation for work in business, government, law, environmental planning, and graduate study.

REQUIREMENTS FOR FIELD OF CONCENTRATION

Minimum of 30 hours exclusive of the Senior Project. The following courses are required: 200, 241, 301, 302, 477. Outside the department, Math 201 and 281 are required and should be completed by the beginning of the junior year. In addition students will elect to take 12 hours in one of the following areas: *Accounting*: (Econ. 261, 262, 271, 272) *Finance*: (Econ. 121, 131, 311, 316, 320) *Business*: (Econ. 230, 280, 290, 300) *Economics*: (Econ. 316, 320, 331).

A student may elect to develop his or her own course pattern consisting of 12 hours of courses to replace one of the above areas of study. In such cases, prior consent must be obtained from the chairman of the department. Students concentrating in Economics and Business are expected to attain a minimum grade of "C" in all courses in the department. If a student receives a grade lower than a "C", the student must arrange an interview with the chairman prior to taking additional upper-level courses. Courses numbered 246 and above all have prerequisites.

Students considering economics and business as a field of concentration should complete by the end of the sophomore year: Econ. 200, Econ. 241, Math. 201, and Math. 281.

Econ. 101 Personal Finance 4 hours

Objectives of this course are to develop an understanding of the concepts needed for intelligent consumer decision-making. Concentration on budget policies, borrowing, installment buying, marketing techniques, and consumer purchases in the areas of food, clothing, automobiles, housing, social insurance, personal insurance, pension programs, investment markets, and estate building. (Not recommended for students with a field of concentration in Economics and Business).

Econ. 111 Introduction to Business 2 hours

Analysis of the structure and procedures of the business system; interaction with government and environmental forces.

Econ. 121 Introduction to the Stock Market 2 hours

Introduction to the practices, procedures, and regulations relating to listing, buying, and selling securities in the organized security market. Review of the various types of investments and their relative merits; security prices and yields; investment programs. *Alternate years: Offered 1976-77.*

Econ. 169 Introduction to Computer Science 2 hours

Introduction to computer programming and computer design. Emphasis is placed upon utilization of the computer in solving problems encountered in economics and business.

Econ. 200 Principles of Economics 4 hours

Introduction to the inevitable problems associated with scarcity. Alternative methods of settling economic questions, with special emphasis placed on the functioning of the market system. Pricing, output determination, monopoly power, wage controls, and price fixing in relation to contemporary issues. The student is also introduced to problems of money and banking, growth, the labor movement, and business operations. Students will read broadly from non-technical literature as well as conventional text materials. *Offered each semester.*

Econ. 230 Business Law 4 hours

Introduction to the nature and development of law, the legal aspects of contracts and other business instruments as set forth in the Uniform Commercial Code, and some aspects of partnerships and corporations.

Econ. 241 Principles of Accounting I 4 hours

Introduction to basic accounting and business transactions; cash record and control; periodic adjustments of transaction data; financial statement presentation, payroll accounting; accounting and reporting principles of partnerships, corporations, branches, and departments.

Econ. 246 Principles of Accounting II 4 hours

Basic cost accounting principles including job cost and process cost systems; interpretation of financial statements; control of manufacturing costs through budgeting; flow of funds; and tax considerations in business decisions. *Prerequisite: Econ. 241.*

Econ. 261 Intermediate Accounting I 4 hours

Intensive review of adjusting and closing entries. The use of work sheets in the preparation of statements. Comprehensive study of all corporation accounts. *Prerequisites: Econ. 241, 246. Alternate years: Offered 1976-77.*

Econ. 262 Intermediate Accounting II 4 hours

Critical study of the principles governing the valuation of assets and the application to balance sheet problems of the concept of matching revenues and costs. *Prerequisite: Econ. 261. Alternate years: Offered 1976-77.*

Econ. 271 Cost Accounting 4 hours

Basic concepts and techniques of industrial accounting; historical and standard costs; budgeting; management use of cost accounting information. *Prerequisites: Econ. 261, 262. Alternate years: Offered 1977-78.*

Econ. 272 Auditing 4 hours

Basic concepts of standards of auditing; audit procedures and working papers; internal and external audit reports. *Prerequisites: Econ. 261, 262. Alternate years: Offered 1977-78.*

Econ. 280 Management 4 hours

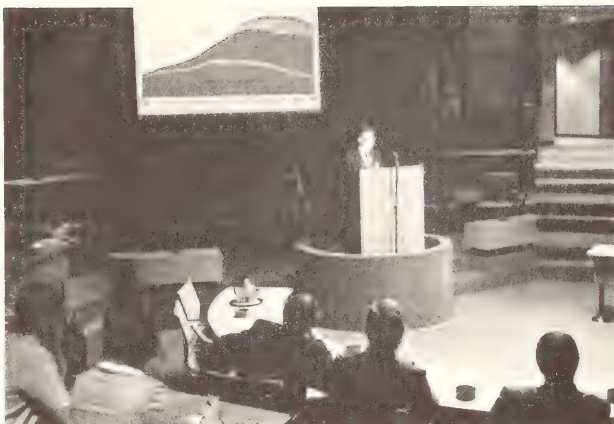
Study of the over-all management process; use of related disciplines; decision-making, concepts of control, and managerial action. A seminar course. *Prerequisite: Econ. 200. Alternate years: Offered 1977-78.*

Econ. 290 Principles of Marketing 4 hours

Marketing function of the manufacturer, wholesaler, jobber, retailer, mail order-house, chain store and other marketing institutions; cost of distribution; problems of marketing management and planning; and modern trends in marketing. *Prerequisite: Econ. 200.*

Econ. 300 Business and Society 4 hours

Study of current social and political issues and their interface with business. Multi-national operations, air and water pollution, minority groups, urban decay, labor unions, and government controls. *Prerequisite: Econ. 200. Alternate years: Offered 1976-77.*



Econ. 301-302 Intermediate Economic Theory 4 hours each

Advanced survey of the elements theory primarily for students concentrating in economics. First semester: resource allocation, price determination, output determination, and income distribution under various market conditions. Second semester: a study of national income and employment determination, inflation growth and economic stability, interwoven with mathematical analysis and model building. Designed to introduce the student to the techniques of differential and integral calculus, linear equations, matrix algebra, and statistics as applied to the above analysis. *Prerequisites: Econ. 200 and Math 201, 281.*

Econ. 311 Business Finance 4 hours

Study of the corporate organization and the planning of financial requirements. Intensive look at cash flow, budgeting, capital decisions, internal financing, and corporate reorganization. *Prerequisites: Econ. 200, 241, Math 281.*

Econ. 316 Money, Banking, and Fiscal Policy 4 hours

Various money markets; the operation of commercial banks, Federal Reserve System, and the Treasury Department including an analysis of tax revenues, expenditures, and debt-financing. *Prerequisites: Econ. 200, 241. Alternate years: Offered 1976-77.*

Econ. 320 Financial Markets 4 hours

Theory of asset choice and resource allocation in the context of financial markets. Topics discussed include flow of funds, portfolio selection

and analysis, and yield relationships within and among markets. *Prerequisites: Econ. 200, 241, Math 281. Alternate years: Offered 1977-78.*

Econ. 331 Economic History 4 hours

Study of the economic development and institutional changes from the colonial period to the present, with emphasis on the period from 1887 to the present. *Prerequisite: Econ. 200.*

Econ. 341 Labor 4 hours

General course in labor economics, with an emphasis on trade unionism; history and objectives of organized labor, employment and wage theory; managerial labor policies, collective bargaining; current social, economic and political aspects of labor management relations; and labor law. *Prerequisite: Econ. 200.*

Econ. 360 International Trade 4 hours

Principles of international trade and finance and their application to the modern world; theory of comparative advantage; exchange rates, monetary standards, tariffs, quotas, and commercial policy; capital movements; aid to less developed countries; geographic origin and direction of trade routes and products. *Prerequisite: Econ. 200.*

Econ. 399 Junior Seminar 2 or 4 hours

Opportunity for interested students and faculty to explore some aspect of economics or business not covered in the curriculum. Topics have been: The Modern Left and the Establishment, Government Regulation, Public Finance, Quantitative Procedures in Management Science, and Data Processing in Modern Business. Students must be prepared for advanced work.

Econ. 477 Senior Seminar 2 hours

Devoted to a review of economics as a discipline, with attention to the political economy of the present. Also some guidance in preparation for Econ. 490.

Econ. 487-488 Independent Study 2 or 4 hours each

Only by approval of the supervising instructor and the chairman of the department.

Econ. 490 Senior Project 2-8 hours

Open only to students with a field of concentration in the department. Preparation of the senior project and its presentation. Time will also be devoted to review for the senior comprehensives. The topic for the senior project must be selected before the end of the junior year and be approved by the chairman of the department.

Education

AIMS

To provide theoretical and practical experiences through which students can develop competencies for effective teaching. Programs based on sound principles of human development, psychology, and learning give prospective teachers field experience with newly developed curricula, methods, staffing patterns, and instructional materials.

REQUIREMENTS FOR TEACHER EDUCATION

A student preparing for elementary or secondary school teaching must plan to complete: (1) the requirements for graduation described on pages 55-56, (2) a selection of courses providing appropriate background for teaching in a particular field or subject area, and (3) a sequence of professional education courses and experiences designed to give a broad understanding of concepts and skills in teaching. Bethany is accredited by the National Council for Accreditation of Teacher Education (NCATE) and is a party to the interstate compact for reciprocity in certification.

To become eligible for teacher certification, the student must complete a college and state-approved program in all three of the areas named in the preceding paragraph. It is the student's responsibility to seek appropriate counseling from the Education Department, preferably early in the freshman year, and to become familiar with all of the above requirements.

The department recognizes abilities which students may already have in a given subject matter area through previous training and experience and assists them in planning their program accordingly. Waivers or advanced standing granted by the College can be noted on official transcripts so that courses from which a student is exempted may be applied toward certification.



Leadership of children and youth groups, e.g., summer camp, scouts, church school, playground supervision, etc., is strongly recommended.

A period of observation and participation of at least 10 days in a school is an important and integral part of the elementary education curriculum. Most students find it convenient and most meaningful to undertake this experience during the January Term of their junior year, although some wish to explore the suitability of a teaching career by doing it earlier. To initiate this experience students should see their Education Department advisor. Definite arrangements should be made at least one month prior to the planned observation dates. Secondary Education students are encouraged to consider observation and participation in an educational agency when planning their intercultural and/or citizenship practicum.

Students enrolling for courses involving observation and teaching in schools must abide by dress and appearance standards of any school to which they are assigned.

The following tables include required education courses for elementary and secondary education. Additional courses in education or other areas may be elected to meet teacher certification requirements of particular states or individual needs and interests.

Students considering preparation for elementary or middle school teaching should consult a member of the

ELEMENTARY EDUCATION

Students preparing to teach in elementary and middle schools will follow the sequence of required education courses listed below. Required courses cannot be taken Credit-No Credit.

Professional Education*			
FIRST SEMESTER	CREDIT	SECOND SEMESTER	CREDIT
Freshman			
None		None	
Sophomore			
Ed. 201 Human Development and Learning I	4	Ed. 202 Human Development and Learning II	4
		Ed. 242 Principles and Curriculum of Elementary and Middle School	2
		Math. 225 Math for Elementary Teachers (Application for Teacher Education due April 15)	2
Junior			
Ed. 345 Methods and Content in Elementary and Middle School I (Emphasis on math)	4	Ed. 346 Methods and Content in Elementary and Middle School II (Emphasis on reading and language arts)	4
		Ed. 348 Professional Practicum (Application for Student Teaching due March 15)	2
Senior			
Professional Block		Ed. 340 Teaching Reading in the Middle and Secondary School	2
Ed. 333 Educational Psychology	2	Ed. 490 Senior Project	2-8
Ed. 401 History and Philosophy of Education	2		
Ed. 443 Observation and Directed Teaching	8		
Ed. 447 Methods and Content in Elementary and Middle School III (emphasis on science and social studies)	4		
NO OTHER COURSES PERMITTED			
School observation and participation experience (see page 85) to be completed prior to Professional Block.			
*It is necessary to take other courses outside the department.			

education staff as well as their own advisor in the freshman year.

Students are advised to select: a course in American history to satisfy part of the College distribution requirement in social sciences; a course in biology, general science (or physics or chemistry), and Psychology 100 to meet the distribution requirement in physical and life

sciences; and a course in literature as part of the humanities requirement.

Each student is responsible for planning a program to meet the specific requirements for certification. There are groups of courses from which selection can be made, but this program must be planned in consultation with the Education Department.

SECONDARY EDUCATION

Students preparing to teach in junior and senior high schools are expected to follow the sequence of required education courses listed below. General distribution and other requirements for graduation, certification, and the student's field of concentration, must be added. The required education courses cannot be taken Credit-No Credit.

FIRST SEMESTER		Professional Education*		SECOND SEMESTER		CREDIT
Freshman		CREDIT		None		
Psych. 100	General Psychology (prerequisite for Ed. 333)	4				
Sophomore				Ed. 202	Human Development and Learning II	4
None				Ed. 249	Participation in Secondary Schools	2
				(Copy of current semester schedule to Ed. Dept. by Feb. 4)		
				(Application for Teacher Education due April 15)		
Junior				Ed.	(or other) 480 Methods and Materials in Teaching**	2-4
					Meetings scheduled by Ed. Dept. as needed	
				(Application for Student Teaching due March 15)		
Senior						
	Professional Block			Ed. 340	Teaching Reading in the Middle and Secondary School	2
Ed. 333	Educational Psychology	2			(May be taken junior or senior year)	
Ed. 401	History and Philosophy of Education	2				
Ed. 428	Principles and Techniques of Secondary Education	4				
Ed. 475	Observation and Directed Teaching in Secondary Education	8				

*There are specific courses required for certification in subject matter areas.

**Some departments offer these courses only first semester or in alternate years.

Students in secondary education should ask *both* the chairman of the Education Department and their field of concentration advisor for guidance concerning plans for teacher preparation, to be sure they follow patterns which will qualify them for teacher certification and maximize employability. Subject-matter specialization is especially important and may vary considerably from state to state.

Programs designed for non-teacher-education majors will need to be modified in most cases.

Each student's total preparation must be approved by the Education Department, the chairman of his or her major department, and — if he or she prepares to teach in more than one subject field — the chairman of any other department concerned.

ADMISSION TO TEACHER EDUCATION

Students interested in preparing to teach are urged to consult a member of the Education Department individually as soon as possible for counseling with respect to prospects for employment in various teaching fields, course requirements, state certification requirements, etc.

During the second semester of the sophomore year, and after the student has enrolled in at least one education course, written application for admission to the elementary or secondary teacher education program should be submitted to the Education Department on forms obtained from the department.

Applications are appraised by the Teacher Education Review Committee with respect to academic achievement, emotional and physical fitness, personality traits, and other factors the committee considers essential to a teaching career. The committee may: (1) recommend full or conditional approval; (2) suggest programs to overcome certain deficiencies, or, in some cases, (3) recommend that the student not prepare for teaching.

A "C" average must be attained in all academic work and in all professional education courses for admission. All committee recommendations for approval are based on this condition.

The committee may review a student's qualifications at any time and issue appropriate recommendations. The general qualifications of all students are reviewed at the time they apply for student teaching.

PROFESSIONAL BLOCK

Each student in teacher education takes a designated group of professional courses, including student teaching, during the *first* semester of the senior year. This is known as the Professional Block. Requirements for admission to the block are as follows:

Prerequisites — Admission to teacher education and for Elementary Education: Psychology 100 and Education 201, 202, 242, 345, 346, 348, and observation experience; for Secondary Education: Psychology 100, Education 202, 249, 480, and adequate background for student teaching in one or more subject fields as approved by the academic department(s) concerned. Prerequisites cannot be deferred until after the Professional Block or taken at another institution without *written* permission from the Education Department.

Scholarship Requirements — By state law, a student in Elementary Education must have not less than a "C" average in all college work and a "C" average in professional (education) courses taken prior to the time he or she is admitted to the block; a student in Secondary Education must have not less than a "C" average in all college work, a "C" average in his or her field(s) of specialization, and a "C" average in professional (education) courses, including methods courses offered by other departments, taken prior to the block.

Application for Student Teaching — Students are required to make application for student teaching during the second semester of the junior year, on forms provided by the Education Department. This application requests the recommendation of the student's senior Education Department advisor, if Elementary, or the academic department chairman or advisor, if Secondary, and requires the approval of the chairman of the Education Department. Applications cannot be approved for students not previously admitted to teacher education.

Competency-based Professional Block — Student teaching is conducted for the entire first semester of the senior year in area schools or off-campus centers. Related course work is integrated with student teaching to provide direct application to field experience. Students assigned to off-campus centers may need to live in the community where the center is located. The College will

assist in locating housing if desired, and with other details of the arrangement.

Students are not permitted to schedule courses in conflict with the block during the semester they are enrolled in it, or carry extra-curricular activities which interfere with the requirements imposed by the block. Arrangements can usually be made for practice and participation in varsity sports. Any exceptions to the above must be approved by the chairman of the departments concerned and by the dean of the faculty. Students should *not* register for other than the prescribed Professional Block courses without written permission from the Education Department.

CERTIFICATION

Near the end of the senior year, each student should initiate application procedures for certification in the state where he or she expects to teach.

Applications require the recommendation of the chairman of the Education Department. To be recommended, a student must meet — in addition to certification requirements of the state for which he or she is applying — the following qualifications: (1) successful student teaching experience; (2) completion of an approved teacher education program; (3) completion of the undergraduate program examinations (including both the field and education tests for secondary) during the senior year, as arranged by the Education Department; (4) eligibility for graduation; and (5) evidence of personal traits and character conducive to success as a teacher.

Ed. 201 Human Development and Learning I

4 hours

Individual and group development from infancy to adolescence. Observation and first hand contacts with children are included. Educational programs are considered in terms of the total child development. *Freshmen not admitted.*

Ed. 202 Human Development and Learning II

4 hours

Individual and group development from adolescence through the young adult periods. Applications are made in relation to learning theory, self understanding, and preparation for working with young people. *Freshmen not admitted.*

Ed. 210 Sociology of Education

4 hours

(See Sociology 306).

Ed. 240 Exploring Education

2 hours

Overview of teaching and other careers in education at all levels. Program planning. Discussion of current problems and issues, including freedom to teach, racism, educating the disadvantaged, what schools should or should not teach, and accountability for results. Field trips to exemplary schools.

Ed. 242 Principles and Curriculum of Elementary and Middle School

2 hours

Introductory course in which students explore the goals of education and their implementation. The role of the teacher and professional concerns while applying the concepts of human development.



Ed. 249 Participation in Secondary Schools 2 hours

Regularly scheduled observation and limited teaching activities in secondary schools. Seminars for direction and evaluation of observation experiences and study of related problems. *Offered spring semester.*

Ed. 275 Student Development in Higher Education 4 hours

Study of the philosophy of higher education and the development of the individual student within the college environment. Emphasis is placed upon personal growth, communication skills, group dynamics, and residence hall programming. Didactic and experiential learning in the areas of personal, academic, and vocational counseling is included. (May be taken for credit as Psychology 275). *Enrollment limited to Resident Advisors.*

Ed. 333 Educational Psychology 2 hours
(See Psychology 333).**Ed. 340 Teaching Reading in the Middle and Secondary School 2 hours**

Teaching reading in the middle and secondary school. This course will focus on diagnostic and prescriptive teaching techniques. Both the corrective techniques for the remedial reader and the higher order cognitive skills will be included. In addition to classwork this course includes two hours weekly of tutoring of middle school, secondary, or college students who have been recommended by their advisors for help in reading. (May be taken for credit as English 482). *Offered Spring 1976-77.*

Ed. 342 Children's Literature in the Elementary and Middle School 2 hours

Includes background of the history of literature for children; familiarity with established and current literature in this area; critical analysis skills; methods and techniques of using literature; work with children.

Ed. 343 Literature and Adolescence 2 hours
(See English 290).**Ed. 344 Teaching Skills Laboratory Non-credit**
Study and practice of specific teaching skills using films, manuals, microteaching, and TV. Students concurrently enrolled in elementary or secondary methods courses or student teaching may participate in units prescribed by their instructors, or as desired within limitations of facilities and supervision.**Ed. 345 Methods and Content in Elementary and Middle School I 4 hours**

Practical application of arithmetical skills, including the understanding of fundamental processes; comparison of different philosophies in teaching arithmetic; the elements of modern math; and the theoretical and practical application of the metric system at all levels of the curriculum. Classroom experience in public schools. *Prerequisite: Math. 225 or permission of the instructor.*

Ed. 346 Methods and Content in Elementary and Middle School II 4 hours

Emphasis on teaching the skills of reading, listening, speaking, and writing as they relate to the total curriculum. Strong emphasis on teaching of reading and the integration of the related areas in language arts. Students are expected to demonstrate competence in appropriate audio-visual aids. Classroom experience in public schools.

Ed. 348 Professional Practicum 2 hours
Preparation of the prospective elementary student teacher for his or her role as observer and participant in the classroom.**Ed. 365 Audio-Visual Education 2 hours**
Emphasis on basic media equipment operation and production techniques common to classroom instruction, communications, and busi-

ness. Includes class and individual projects to acquaint students with the media field, and a self instructional lab for equipment skill development. (May be taken for credit as Communications 365).

Ed. 401 History and Philosophy of Education

2 hours

Development of modern education in social, historical, and philosophical perspective, emphasizing backgrounds of present practices, current problems, and issues. Current practice is analyzed in terms of philosophic rationale and applications are made to the school situation.

Ed. 428 Principles and Techniques of Secondary Education

4 hours

Aims, functions, and curriculum organization of middle, junior high, and senior high schools. Basic strategies, materials, and techniques, including evaluation applicable to teaching, are integrated with a full semester of student teaching in schools. Certification and employment procedures, professional practices, and continuing education are also considered.

Ed. 443 Observation and Directed Teaching in Elementary Education

8 hours

Observation and full-time student teaching at both primary and intermediate levels from September until Christmas to include a minimum of 200 clock hours of direct teaching. Concurrent enrollment in Ed. 333, 401, and 447. *Prerequisites: See Professional Block on page 88.*

Ed. 447 Methods and Content in Elementary and Middle School III

4 hours

Understanding of the concepts of the social studies and sciences approached through various methods, including unit study, inquiry, experimentation, and the process approach. Practical application in school situation.

Ed. 452 Education of Exceptional Children Emphasizing Learning Disabilities

2 or 4 hours

Identifying exceptional children, especially with learning disabilities, understanding their situation and behavior, working with them as learners and group members, and directing their handling of themselves as members of society. Seminar discussions, readings, and application of integrated knowledge in work with children. Those taking the course for full credit will complete a practicum during which they work in one of several area school programs for exceptional children. The most meaningful practicum result when a student has made prior arrangements for

time blocks for and transportation to specific education classrooms. This may be done during the previous January or earlier by the student in consultation with the instructor. *Prerequisite: Ed. 443 or 475 or permission of the instructor. Alternate years: Spring 1976-77.*

Ed. 460-470 Special Topics

Ed. 461 Moral Education I: Theory and Practice

2 hours

This course will deal with the philosophic and psychological understanding of moral decision making. Students will gain experience with techniques for facilitating moral development.

Ed. 462 Moral Education II: Theory and Practice

2 hours

Students will explore in some depth the intellectual and social approaches to moral reasoning and will collect and use data on current issues involving moral dilemmas. *Prerequisite Ed. 461 or approval of instructor.*

Ed. 475 Observation and Directed Teaching in Secondary Education

8 hours

Directed full-semester observation and student teaching in secondary schools with partial assignments in lower schools if appropriate; to include weekly student teaching seminars and a minimum of 150 clock hours actual teaching. Students must make application for student teaching prior to advance registration. Other courses or activities which might interfere with student teaching are not permitted. Concurrent enrollment in Ed. 333, 401, and 428. *Prerequisites: See Professional Block on page 88.*

Ed. 480 Methods and Materials in Teaching

2 or 4 hours

See courses numbered 480 offered by Art, Biology, Chemistry, Communications, English, Foreign Languages, General Science, Mathematics, Music, Physical Education, Physics, Psychology, Social Sciences, and Theatre. Also see auxiliary methods courses, i.e. Art 340, Music 340-341, and Physical Education 280, required in some programs. May include observation and participation in secondary schools. Experiences in production and utilization of appropriate audio-visual materials and equipment. Study and application of specific teaching skills available in teaching skills laboratory (Ed. 344).

Ed. 484 Methods of Teaching English as a Foreign Language

2 hours

(See English 484).

Ed. 487-488 Independent Study

2 or 4 hours

Ed. 490 Senior Project

2-8 hours

English

AIMS

To teach students to write effectively, to provide them with a knowledge of major literary works, to provide them with standards for the intelligent criticism of literature.

REQUIREMENTS FOR FIELD OF CONCENTRATION

1. Concentration in English requires a minimum of 32 hours in the department, exclusive of the Senior Project. The following courses are required: 300, 325-326, 341-342, and 477-478. Students will elect courses or independent study to extend their knowledge of one or two areas of literature, provide background for their Senior Project and part of their Senior Comprehensive Examination, and prepare them for further study or a career. Thus, the program of a student preparing for the law or another profession will be different from that of a student preparing for a career as a professional writer and from that of a student preparing for graduate study in English or for secondary school teaching. Students planning to attend graduate or professional schools should prepare to meet foreign language reading requirements.
2. At least 12 hours in another department must also be included in the field of concentration. These courses should be related either to the student's area of special interest in English or vocational plans.
3. Each student must take the Comprehensive Examination in English. The examination consists of three parts: the Undergraduate Record Examination in Literature, an essay examination, and an oral examina-

tion. Approximately one fourth of the essay examination is based on each student's area of special interest.

4. Students are not accepted for concentration in English later than the beginning of their fifth semester unless they have completed English 300 and either English 325-326 or English 341-342.
5. Students concentrating in English are expected to attain a minimum grade of "C" in all courses in the department.
6. Only students who have completed the following courses or their equivalents will be recommended by the department for certification to teach English in secondary school: Eng. 140 or 300, Eng. 325-326, Eng. 341-342, Eng. 210, Eng. 370, Eng. 375, Eng. 480 or Ed. 480, a course in a non-English literature (either in the original language or in translation), Th. 221, Comm. 335, and Ed. 340.



WRITING PROFICIENCY PROGRAM

The Writing Proficiency Program is administered by the department. Students should complete the program and meet the writing proficiency requirement for graduation before the beginning of their senior year. Details of the requirement may be found on page 57.

Writing Tests are given according to the following schedule:

September	Diagnostic Test: All entering students
February	Diagnostic Test: All students entering in February
April	Writing Qualification Test: Juniors
May	Writing Qualification Test: Freshmen and sophomores

The following courses may be taken in partial fulfillment of the writing proficiency requirement or to prepare for the Writing Qualification Tests: Eng. 100, 125, 130, 140, 200, 210, 213, 310. Each of these courses is described below.

Eng. 100 College Composition 2 hours
Training and practice in writing clear and effective expository prose. Each student writes at least seven essays using traditional rhetorical principles. Also includes instruction in methods of library research. May not be taken on a credit-no credit basis. *Offered each semester.*

Eng. 110 Expository Writing I Non-credit
Identical with English 100, but carries no academic credit. Neither letter grades nor credit-no credit grades are assigned or recorded. *Offered each semester.*

Eng. 120 Expository Writing II Non-credit
Training and practice in writing clear and effective expository prose with emphasis upon the needs of individual students. *Required of all*

students whose performance on the third (Junior) Writing Qualification Test is not satisfactory. Offered each semester.

Eng. 125 Expository Writing Workshop 2 hours
Training and practice in writing clear and effective expository prose. After an initial diagnosis, an individual program is designed for each student. Offered as a substitute for English 100 and an alternative to English 125. *May not be taken on a credit-no credit basis.*

Eng. 130 Honors Freshman English 2 hours
Writing course for freshmen of superior ability and accomplishment. Introduction to the principles of critical reading and writing. Intensive practice in writing both expository and imaginative prose with emphasis upon the achievement of clarity and accuracy. *Enrollment by invitation only. Offered each fall semester.*

Eng. 140 Introduction to Literature 4 hours
Introduction to the study of poetry, drama, and fiction. Emphasis is on the development of techniques for the analysis and evaluation of works of literature and on the writing of literary essays. Recommended for students intending to concentrate in English. *Open only to freshmen. Offered Spring 1976-77.*

Eng. 145 Introduction to Dramatic Literature 4 hours
(See Theatre 145).

Eng. 150-159 Freshman Colloquium in Literature 2 hours each
Introductory courses for the discussion of special topics in literature. Each colloquium is offered for a half-semester only. May be used to satisfy distribution requirements in humanities and departmental requirements for concentration in English. *Enrollment limited to freshmen.*

Eng. 150 Novels of Thomas Wolfe: Fiction and Fact
Examination of the relationship between Wolfe's novels and his life. Students read *Look Homeward Angel*, *Of Time and the River*, biographical and critical material about Wolfe, and selections from his letters. *Not offered 1976-77.*

Eng. 151 Short Fiction
Examination of several short novels by American, English, and European writers. Students read novellas by Tolstoy, Conrad, Kafka, Flannery O'Connor, and others. *Not offered 1976-77.*

Eng. 152 Black Fiction

Study of the short stories and novels by major Black writers of the United States. Included are works by Toomer, Wright, Ellison, Baldwin, and Reed. *Not offered 1976-77.*

Eng. 153 Russian Fiction

Examination of the work of several Russian writers of novels and short stories. Students read selections from the work of Dostoevsky, Tolstoy, Solzhenitsyn, and others. *Not offered 1976-77.*

Eng. 154 New Poetry

Study of the lyrics of popular song writers and the works of contemporary poets. Lyrics and poems by the Beatles, Robert Lowell, Bob Dylan, Leonard Cohen, Sylvia Plath, Don L. Lee, and Carole King are among those examined. *Offered Spring 1976-77.*

Eng. 155 King Arthur: Past and Present

Examination of the ways in which English, European, and American poets and novelists have used the legend of King Arthur. Students read selections from Malory's *Morte D'Arthur*, Tennyson's *Idylls of the King*, Twain's *A Connecticut Yankee in King Arthur's Court*, and T. H. White's *The Once and Future King*. *Not offered 1976-77.*

Eng. 156 Contemporary American Short Stories

Study of the short stories of selected contemporary American writers such as Barth, Barthelme, Donleavy, Roth, and Vonnegut. *Not offered 1976-77.*

Eng. 157 Southern Fiction

Study of the novels and short stories of selected writers from the southern United States, including William Faulkner, Carson McCullers, Flannery O'Connor, and Eudora Welty. *Not offered 1976-77.*

Eng. 158 Modern Drama

Study of plays written by British, European, and American dramatists of the late 19th and 20th centuries. Students read selected works of Chekhov, Wilde, Shaw, Brecht, Pirandello, O'Neill, Ionesco, Albee, and others. *Not offered 1976-77.*

Eng. 159 Detective Fiction

Study of the development and characteristics of this sub-genre. Works by Poe, Doyle, Chesterton, Christie, Sayer, and others will be studied. *Offered Spring 1976-77.*

**Eng. 200 Research Paper Writing**

2 hours

Introduction to the writing of library research papers. Instruction in topic selection, library resources, the research process, the rhetoric of research paper writing, documentation, and the mechanics of format. Each student writes at least two research papers. *Prerequisite: English 100 or its equivalent.*

Eng. 210 Creative Writing

2 hours

Training and practice in the creative aspects of expository and imaginative writing. Students write essays, sketches, short fiction, poems, and dramatic scenes. *Prerequisite: English 100 or its equivalent. Offered Fall 1976-77.*

Eng. 213 Advanced Expository Writing

2 hours

Intensive practice in writing expository prose with emphasis upon the achievement of literary excellence. Enrollment limited to 15 students with preference given to juniors and seniors. *Prerequisite: English 100 or its equivalent. Offered Fall 1976-77.*

Eng. 214 Imaginative Writing

2 hours

Intensive practice in writing fiction, poetry, or plays with emphasis upon the achievement of literary excellence. Individual assignments and frequent conferences. Enrollment limited to 15 students with preference given to juniors and seniors. (May be taken for credit as Theatre 202). *Prerequisites: English 100 or its equivalent and permission of the instructor. Offered Spring 1976-77.*

Eng. 240 Myths and Legends

2 hours

Study of Biblical, classical, European, and British myths and legends and their use in western literature. *Offered Fall 1976-77.*

Eng. 245 Masterpieces of French Literature 2 hours
(See French 311).**Eng. 251-254 European Literature**

2 hours each

Chronological study of the literary masterpieces of continental Europe. 251: Classical Greece and Rome. 252: The Middle Ages and Renaissance. 253: The Enlightenment and the Romantic Period. 254: The Modern Era. (May be taken as credit as Foreign Language 251-254).

Eng. 261-262 British Novel

2 hours each

Development of the British novel from the 18th century to the present. 261: Defoe through Dickens. 262: Hardy to the present. *Offered Fall 1976-77.*

Eng. 263-264 American Novel

2 hours each

Development of the American novel from the 19th century to the present. 263: Beginnings through World War I. 264: 1920s to the present. *Offered Fall 1976-77.*

**Eng. 270 Shakespeare**

4 hours

Rapid reading of the major plays with emphasis upon Shakespeare's themes, motifs, language, and characterization. (May be taken for credit as Theatre 270). *Offered Fall 1976-77.*

Eng. 275-277 Theatre History

4 hours each

(See Theatre 275-277).

Eng. 290 Literature and Adolescence

2 hours

Study of important works about or of special interest to young people of junior high school through high school age. Techniques of presenting the works are considered. Readings are primarily in short stories and novels. Recommended for students preparing to teach secondary school English. (May be taken for credit as Ed. 343). *Offered Fall 1976-77.*

Eng. 300 Preface to Literary Studies

2 hours

Introduction to the principles and practice of literary analysis. Close reading and explication of poetry and prose. Preparation of critical essays. *Required for concentration in English. Offered Spring 1976-77.*

Eng. 310 Practical Criticism

2 hours

Application of analytical and evaluative techniques to the study of poetry, drama, and fiction. Emphasis is on the development of critical points of view and on the preparation of critical essays. Recommended for students concentrating in literature, especially those who plan to attend graduate school. *Prerequisite: Eng. 300. Offered Spring 1976-77.*

Eng. 325-326 British Literature

4 hours each

Development of British literature from the beginning to the present. First semester: from *Beowulf* to the end of the 18th century. Second semester: 19th and 20th centuries. *Required for concentration in English.*

Eng. 341-342 American Literature

4 hours each

Development of American literature from the Colonial Period to the present with emphasis upon the writers of the 19th and 20th centuries. *Required for concentration in English.*

Eng. 350 Literary Criticism: History

2 hours

Chronological study of the development of literary criticism from Aristotle to the present. Students read selections from the work of major critics and compare their principles and methods. Recommended for English majors who plan to attend graduate school. *Prerequisites: Eng. 300 and either Eng. 325-326 or Eng. 341-342. Offered Spring 1976-77.*

Eng. 370 Development of Modern English 4 hours

History of the English language from Anglo-Saxon to modern English with emphasis upon the structure and vocabulary of the latter. *Required for students preparing to teach secondary school English. Offered Spring 1976-77.*

Eng. 375 English Grammar 2 hours

The description and analysis of the grammar of the English language. Various grammatical systems are considered, such as the traditional, the structural, and the transformational-generative. *Required for students preparing to teach secondary school English. Offered Spring 1976-77.*

ADVANCED SEMINARS

Courses numbered 400 through 459 are seminars for the study of special literary topics or areas.

Eng. 400-409 Studies in Literary Themes and Motifs

A seminar for the study of a single theme or motif in literary works in English or in translation.



Eng. 400	Cosmic Warfare	4 hours
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Examination of some modern fictional presentations of the struggle between good and evil. Reading includes selections from the work of John Milton, J. R. R. Tolkien, C. S. Lewis, and Charles Williams. (May be taken for credit as Religious Studies 328). *Offered Fall 1976-77.*

Eng. 402 Making of an American Apocalypse 4 hours

Examination of sermons, scripture, letters, and novels that chronicle the development of the American dream and its gradual transformation into an American nightmare. Special emphasis is placed on the emergence of this pattern in the American novel. The student reads novels by Melville, Alger, Dreiser, West, Bellow, Brautigan, and Pynchon. (May be taken for credit as Religious Studies 325). *Not offered 1976-77.*

Eng. 406	Fictional Christ and the Historical Jesus	4 hours
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Study of transformations and transfigurations of the historical Jesus in American fiction. Readings include works of Melville, Faulkner, Hemingway, West, Barth, and others. (May be taken for credit as Religious Studies 315). *Offered Spring 1976-77.*

Eng. 408 Hawthorne and the Puritan Dilemma 2 hours

Examination of Hawthorne's response to and use of his Puritan heritage. Readings include *The Scarlet Letter*, *The House of the Seven Gables*, short stories, and primary and secondary materials on Puritanism. (May be taken for credit as Religious Studies 329).
Offered Fall 1976-77.

Eng. 410-419 Studies in Literary Genres

A seminar for the study of a single literary genre or mode such as the epic, tragedy, satire, or biography.

Eng. 410 Short Fiction 2 hours

Examination of several short novels by American, English, and European writers. Students read novellas by Tolstoy, Conrad, Kafka, Flannery O'Connor, and others. *Not offered 1976-77.*

Eng. 411 British Drama 4 hours

Development of British drama from the beginning to the present. (May be taken for credit as Theatre 411). *Not offered* 1976-77.

Eng. 412 Satire 2 hours

Examination of the aims and methods of some of the great British writers of satire, chiefly those of the Restoration and 18th century.

Reading includes selections from the work of Butler, Dryden, Swift, Pope, Gay, and others. *Not offered 1976-77.*

Eng. 413 Short Story 2 hours
Study of the short story as literary form. Readings from such authors as Poe, James, Chekhov, Kafka, Hemingway, and Faulkner. *Not offered 1976-77.*

Eng. 414 Theatre of the Absurd 2 hours
Study of the absurdist movement in modern theatre. The works of such dramatists as Sartre, Ionesco, and Albee are considered. (May be taken for credit as Theatre 414). *Not offered 1976-77.*

Eng. 415 Comedy of the Restoration and 18th Century 2 hours
Study of the dramatic comedies of such writers as Congreve, Farquhar, Wycherly, Sheridan, Goldsmith, and Gay. (May be taken for credit as Theatre 415). *Offered Fall 1976-77.*

Eng. 420-429 Studies in Major Authors

A seminar for the study of one or more major American, British, or European authors.

Eng. 420 Novels of Charles Dickens 2 hours
Study of selected novels of Charles Dickens and their importance as social documents. *Not offered 1976-77.*

Eng. 421 John Donne and the Metaphysical Poets 2 hours
Examination of themes, structure, and imagery in the work of John Donne and several other poets of the 17th century, including George Herbert, Henry Vaughan, and Richard Crashaw. *Not offered 1976-77.*

Eng. 422 Milton 2 hours
Examination of the major poetry and some of the prose of John Milton. Reading includes *Comus*, *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*. *Not offered 1976-77.*

Eng. 423 Chaucer 2 hours
Study of the major works of Chaucer with special emphasis on *The Canterbury Tales* and *Troilus and Cressyde*. Some attention is given to the minor poems. *Not offered 1976-77.*

Eng. 424 William Blake 2 hours
Study of the poetry of Blake emphasizing theme, structure, and technique. Works read include *Songs of Innocence and Experience*, *The Book of Thel*, and *Poetical Sketches*. *Not offered 1976-77.*

Eng. 425 Major Women Novelists 2 hours
Study of the works of some of the important women novelists of Britain and America. Among the writers considered are Austen, the Brontës, Chopin, Woolf, and O'Connor. *Not offered 1976-77.*

Eng. 430-439 Studies in the 20th Century

A seminar for the study of English, American, or foreign literature of the present century.

Eng. 430 Modern British Poetry 2 hours
Study of major and minor British poets of the past century. Readings include selections from the works of Auden, Thom Gunn, Hardy, Hopkins, Housman, Ted Hughes, Philip Larkin, Yeats, Dylan Thomas, and others. *Offered Spring 1976-77.*

Eng. 440-449 Studies in Literary Periods

A seminar for the study of a limited period of time in British literature. *Prerequisite: Eng. 325-326.*

Eng. 440 Renaissance 4 hours
Study of the prose and poetry of the 16th and early 17th centuries. Reading includes selections from Spenser, Shakespeare, Sidney, Jonson, Donne, and others. *Not offered 1976-77.*

Eng. 441 Romantic Period 4 hours
Examination of some of the major prose and poetry of the Romantic period in England. Reading includes selections from Wordsworth, Keats, Byron, Hazlitt, Lamb, and others. *Not offered 1976-77.*

Eng. 442 Age of Johnson 4 hours
Study of the major prose, poetry, and drama of the mid-18th century with emphasis upon the work of Samuel Johnson and the members of his circle, including Boswell, Goldsmith, and others. *Not offered 1976-77.*

Eng. 443 19th Century 4 hours
Examination of some of the major prose and poetry of the Romantic and Victorian periods in England. Reading includes selections from Wordsworth, Keats, Byron, Hazlitt, Lamb, Carlyle, Ruskin, Arnold, Tennyson, Browning, and others. *Not offered 1976-77.*

Eng. 444 Augustan Period 2 hours
Study of the works of Dryden, Pope, Swift, and Gay. *Offered Spring 1976-77.*



Eng. 450-459 Studies in American Literature

A seminar for the study of a special topic in American literature. *Prerequisite:* Eng. 341-342.

Eng. 452 20th Century Renaissance 4 hours
Study of the innovative writers of the 1920's, including Pound, Eliot, O'Neill, Hemingway, Fitzgerald, and Faulkner. *Not offered 1976-77.*

Eng. 454 Faulkner and the Modern Tradition
Study of William Faulkner and his place in modern American literature. Reading includes selected works by Faulkner and some of his contemporaries. *Not offered 1976-77.*

Eng. 455 Contemporary American Literature 4 hours
Study of important writers and literary trends in America since World War II. *Not offered 1976-77.*

Eng. 477-478 Senior Seminar and Tutorial 2 hours each

Reading and research designed to help students review and organize their knowledge of literature. Half of the student's time is devoted to seminar meetings with other seniors and the chairman of the department. The remainder of the student's time is spent in individual weekly

or bi-weekly conferences with the member of the department supervising the senior project. Any student who plans a senior project of four credit hours may substitute for Eng. 478 directed independent work during the January Term in which the Comprehensive Examination is taken. *Prerequisites:* Eng. 300, 325-326, 341-342, and at least one advanced seminar.

Eng. 480 Methods of Teaching English 2 hours
Teaching of high school composition and literature. Literary analysis, systems of grammar, and reading improvement. (May be taken for credit as Education 480). *Offered Spring 1976-77.*

Eng. 482 Teaching Reading in the Middle and Secondary School 2 hours
(See Education 340).

Eng. 484 Methods of Teaching English as a Foreign Language 2 hours
Directed study of techniques for teaching English vocabulary, spelling, and grammar to native speakers of other languages. Practical experience through tutoring. (May be taken for credit as Education 484). *Offered each semester upon request.*

Eng. 487-488 Independent Study 2 or 4 hours each
Individual study in any area of English for which the student is qualified. Independent study is offered only in areas not included in other courses in the department. *Prerequisites:* Adequate preparation to undertake the study as determined by the instructor; permission of the chairman of the department.

Eng. 490 Senior Project 2 or 4 hours
Generally consists of a major critical paper on a topic developed from at least one of the student's elective advanced seminars in the department. During the junior year, the student should determine an area of interest and make a preliminary investigation of it after consulting with his or her supervisor who is the member of the staff best qualified to assist in the project. Reading and research should continue during the student's senior year, and much of the final semester should be devoted to preparation of the paper. Occasionally, and under extraordinary circumstances, the project may take other forms. Students wishing to undertake an unusual project must consult with the chairman of the department no later than the beginning of their fourth semester. Credit for the senior project is not included in the total number of hours required for concentration in English.

Fine Arts

AIMS

The Fine Arts Department is not a separate faculty; it draws upon the faculties and curricula of the Departments of Art, Communications, Music, Philosophy, and Theatre. Its aims are to give expression to the aesthetic unity of the various forms and modes of art, and to permit students to pursue a non-professional interest in these fields.

REQUIREMENTS FOR FIELD OF CONCENTRATION

All students concentrating in Fine Arts must take Fine Arts 201-202; Art 200; Theatre 275, 276, 277, or 278; Music 101 or 111; Philosophy 368; Fine Arts 477; and a Senior Project. In addition, at least six courses must be elected from at least two of the following categories, with an emphasis (four courses) in one of the categories.

1. Art: advanced art studio and art history courses
2. Music: music theory and music literature courses
3. Communications: basic speech courses
4. Theatre: advanced theatre courses

Students electing this field of concentration would normally be expected to participate in performance and practice activities provided through extracurricular programs, especially in their area of emphasis.

Students primarily interested in art or music should also consult the sections of this catalog dealing with fields of concentration in those departments.

F.A. 201-202 Introduction to the Arts 4 hours each
Introduction to the elements of the graphic and plastic arts and music and to the organization of these elements in works of art through the



examination of representative master works of western art from all ages. Consideration is also given to aesthetic functions and values. The sequence is chronological, the first semester extending to the mid-18th century, the second, from that point to the present.

F.A. 416 The Lyric Stage 4 hours
Introduction to opera. Study of the dramatic and musical values of operas from the 18th, 19th, and 20th centuries. *Offered Spring 1976-77.*

F.A. 477 Seminar 2 hours
Review of the fine arts area concentrating upon the student's field of emphasis, largely in preparation for the senior comprehensive examination. Required of all seniors in the fine arts field.

F.A. 487-488 Independent Study 2-4 hours

F.A. 490 Senior Project 2 hours
Independent, student-initiated project which may be either research or creative work.



Foreign Languages

AIMS

To familiarize students with the language and literature of the French, German, and Spanish speaking peoples; to help students understand a culture other than their own; and to assist students in preparing for careers in teaching, in foreign service, in translating, or in international business. The program also provides students interested in research with a reading knowledge of a foreign language, and it helps travelers to foreign countries acquire basic conversation skills.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN FRENCH, GERMAN, OR SPANISH

A minimum of 24 hours in the target language (not including French 101-102, German 101-102, or Spanish 101-102) plus Foreign Language 425, and a Senior Project.

A working knowledge of a foreign language other than the one chosen as the field of concentration is recommended. Every student is required to spend a minimum of one semester studying in a country where his or her major foreign language is spoken. Students expecting to teach a foreign language must complete Foreign Language 480 and the appropriate civilization and survey of literature courses.

It is suggested that foreign language majors take at least four hours of European history plus a total of eight hours of history of western art, comparative government, philosophy, or economics.

FRENCH

Fr. 101 Basic French I 4 hours
Fundamentals of grammar, pronunciation, and composition. Emphasis on audio-oral approach to develop basic skills of comprehension,

speaking, writing, and reading. Two half-hour labs per week in addition to four hours of classroom work. Intended primarily for students who have no acquaintance with the language. *Offered each fall semester.*

Fr. 102 Basic French II 4 hours
Continuation of French 101. *Prerequisite: Fr. 101 or equivalent. Offered each spring semester.*

Fr. 200 Intermediate French 4 hours
Grammar review, reading, speaking, writing. Introduction to great works of French literature. Two half-hour labs per week in addition to four hours of classroom work. *Prerequisite: Fr. 102 or equivalent. Offered each fall semester.*

Fr. 300 Conversation and Composition: The Living Language 4 hours
French and American life styles are compared through discussions, skits, and compositions designed to improve the student's communication skills in French. Topics center around school, home life, and interpersonal relationships. A feature of this course is participation in the weekly meeting of the French Club at the dinner hour. *Prerequisite: Fr. 200 or equivalent. Offered Spring 1977-78.*

Fr. 301 Conversation and Composition: Modern France 2 hours
While improving skills of spoken and written communications in French, the student becomes acquainted with the nature and concerns of modern France. A feature of this course is participation in the weekly meeting of the French Club at the dinner hour. *Prerequisite: Fr. 200 or equivalent. Offered Spring 1976-77.*

Fr. 311 Masterpieces of French Literature 2 hours
Highlights of French literature from Voltaire to Sartre as it seeks to examine the human condition. Readings and discussion in English. (May be taken for credit as English 245 or for four hours of credit as part of the Paris Semester). *Offered Fall 1977-78 in Paris.*

Fr. 313 French Civilization 4 hours
Introduction to France and its culture, with special attention to its history, literature, theatre, art, and music. Readings and discussions in English. (May be taken for credit as Social Science 313 or as a part of the Paris Semester). *Offered Spring 1976-77.*

Fr. 351 Survey of French Literature I 4 hours
Survey of French literature from the earliest periods to the end of the 18th century. Readings in French from an anthology and certain reference works. Conducted in French. *Prerequisite: Fr. 200 or equivalent. Alternate years: Fall 1977-78.*

Fr. 352 Survey of French Literature II 4 hours
Survey of French literature of the 19th and 20th centuries. Readings in French from an anthology and certain reference works. Conducted in French. *Prerequisite: Fr. 200 or equivalent. Alternate years: Spring 1977-78.*

Fr. 360 French on Stage 2 hours
Students analyze, produce, and present to the public a full-length theatrical production in French. *Prerequisite: a reading knowledge of French. Fr. 300 or 301 recommended. Offered each spring semester.*

Fr. 400 Advanced French Grammar 2 hours
To facilitate correctness in writing and speaking, the grammatical structure of the French language is examined. *Prerequisite: Fr. 200 or equivalent. Alternate years: Spring 1976-77.*

Literary Studies

Seminars highlighting major literary movements and genres from France's past and present.

Fr. 411 19th Century Novel 2 hours
French romanticism, realism, and naturalism are examined through the works of such novelists as Hugo, Stendhal, Flaubert, Balzac, and Zola. Conducted in French. *Prerequisite: A good reading knowledge of French. Fr. 351 or 352 is recommended. Alternate years: Fall 1976-77, first half of the semester.*

Fr. 412 Contemporary Novel 2 hours
Study of the development of 20th century French fiction, from Proust and Gide to the New Novel. Conducted in French. *Prerequisite: A good reading knowledge of French. Fr. 351 or 352 is recommended. Alternate years: Spring 1977-78, second half of the semester.*

Fr. 413 Philosophers of the French Enlightenment 2 hours
Examination of representative works by major 18th century French thinkers, including Montesquieu, Voltaire, Diderot, and Rousseau.

Conducted in French. *Prerequisite:* A good reading knowledge of French. Fr. 351 or 352 is recommended. Alternate years: Fall 1978-79, first half of the semester.

Fr. 414 French Existentialism in Literature 2 hours

Study of France's existentialists, including Sartre, Camus, and de Beauvoir. Conducted in French. *Prerequisite:* A good reading knowledge of French. Fr. 351 or 352 is recommended. Alternate years: Fall 1978-79, second half of the semester.

Fr. 415 17th Century Classical Theatre 2 hours

Study of the great classical dramatists of France: Corneille, Moliere, and Racine. Conducted in French. *Prerequisite:* A good reading knowledge of French. Fr. 351 or 352 is recommended. Alternate years: Spring 1979-80, first half of the semester.

Fr. 416 Poetry: From Romanticism to Surrealism 2 hours

Analysis of 19th and early 20th century French poetry, including the works of Lamartine, Hugo, Gautier, Baudelaire, Rimbaud, Apollinaire, Breton, and others. Conducted in French. *Prerequisite:* A good reading knowledge of French. Fr. 351 or 352 is recommended. Alternate years: Fall 1976-77, first half of the semester.

Fr. 487-488 Independent Study 2 or 4 hours each

Fr. 490 Senior Project 2-8 hours

GERMAN

Ger. 101 Basic German I 4 hours

Fundamental pronunciation, grammar, and reading. Emphasis on audio-oral approach to develop basic skills of comprehension, speaking, reading, and writing. Two half-hour periods of lab work plus four hours of classroom work per week. Primarily for students who have no acquaintance with the language. Offered each fall semester.

Ger. 102 Basic German II 4 hours

Continuation of German 101. *Prerequisite:* Ger. 101 or equivalent. Offered each spring semester.

Ger. 110 German for Travelers 2 hours

Intensive course in conversational German intended for students who plan to travel in German-speaking countries. Little or no background in German is required. Alternate years: Spring 1976-77, second half of the semester.

Ger. 200 Intermediate German 4 hours

Grammar review, reading, speaking, writing. Introduction to great works of literature. Two half-hour periods of lab work in addition to four hours of classroom work per week. *Prerequisite:* Ger. 101-102 or equivalent. Offered each fall semester.

Ger. 300 Conversation and Composition: The Living Language 4 hours

Discussion of life in Germany with special attention to school and home life. Designed to improve communication skills. Brief oral and written reports. A feature of this course is participation in the weekly meeting of the German Club at the dinner hour. *Prerequisite:* Ger. 200 or equivalent. Offered Spring 1976-77.

Ger. 301 Conversation and Composition: Modern Germany 4 hours

While improving skills of spoken and written communication in German, the student will be introduced to the nature and concerns of modern Germany. Much of the material discussed will be taken from current newspapers and magazines. A feature of this course is participation in the weekly meeting of the German Club at the dinner hour. *Prerequisite:* Ger. 200 or equivalent. Offered Spring 1976-77.

Ger. 302 German Business Correspondence 2 hours

Designed to prepare students for possible employment in German-American firms through the development of skills in business letter writing and familiarization with German technical terms in business and banking. *Prerequisite:* Ger. 200 or equivalent. Offered Spring 1976-77.

Ger. 306 Modern German Short Stories 2 hours

Selected stories by Kafka, Brecht, and Böll are read and discussed in German. *Prerequisite:* Ger. 200 or equivalent. Offered Fall 1977-78, first half of the semester.

Ger. 308 Modern German Dramas 2 hours

Plays by modern authors, including Brecht and Dürrenmatt, are read and discussed in German. *Prerequisite:* Ger. 200 or equivalent. Offered Fall 1977-78, second half of the semester.

Ger. 312 German Civilization 4 hours

Designed to acquaint the student with the history, culture, and people of the German speaking countries, the two Germanies, Switzerland, and Austria. Conducted in English. (May be taken for credit as Social Science 312). Offered Spring 1977-78.

Ger. 332 Readings in German Philosophers 2 hours
Students read in the original language from the writings of major German philosophers of the 19th and 20th centuries. (May be taken for credit as Philosophy 332). *Prerequisite:* Ger. 200 or permission of instructor. Offered Spring 1976-77.

Ger. 334 German Religious Thinkers 2 hours
Students read in the original language from the writings of several major German religious thinkers. (May be taken for credit as Religious Studies 334). *Prerequisite:* Ger. 200 or permission of instructor. Offered Spring 1977-78.

Ger. 350 Survey of German Literature 4 hours
Great authors and works of German literature from Brant to Brecht. Readings in German from an anthology. Conducted in German. *Prerequisite:* Ger. 200. Offered Spring 1976-77.

Literary Studies

Courses numbered 400 and above are seminars for the study of special literary topics and periods. They are offered as needed and are usually geared toward majors.

Ger. 411 Survey of the German Theatre: From the Enlightenment to Contemporary Times 4 hours

Study of the most significant dramas, including those of Lessing, Goethe, Schiller, Hauptmann, Brecht, and Kleist. Conducted in German. *Prerequisite:* A good reading knowledge of German. Ger. 350 is recommended.

Ger. 412 German Literature from Romanticism to Naturalism 4 hours

Exploration of the wealth of poetry, short stories, and *Novellen* of this turbulent and formative period of German history. Readings (in German) include works by Eichendorff, Heine, Mörike, Storm, and Hauptmann. *Prerequisite:* A good reading knowledge of German. Ger. 350 is recommended.

Ger. 413 German Literature in the 20th Century 4 hours

Introduction to some of the chief authors, works, and literary movements of the 20th century. Readings (in German) include representative

works by Mann, Kafka, Hesse, Grass, and Böll. *Prerequisite:* A good reading knowledge of German. Ger. 350 is recommended.

Ger. 487-488 Independent Study 2 or 4 hours each

Ger. 490 Senior Project 2-8 hours

SPANISH

Span. 101 Basic Spanish I 4 hours
Fundamentals of pronunciation, grammar, reading, and composition. Emphasis on audio-oral approach to develop basic skills of comprehension, speaking, reading, and writing. Two one-half hour lab sessions per week in addition to four hours of classroom work. Intended primarily for students who have no acquaintance with the language. Offered each fall semester.

Span. 102 Basic Spanish II 4 hours
Continuation of Spanish 101. *Prerequisite:* Span. 101. Offered each spring semester.

Span. 200 Intermediate Spanish 4 hours
Grammar review, speaking, writing, and introduction to great works of literature. Two one-half hour lab sessions per week in addition to four hours of classroom work. *Prerequisite:* Span. 101-102 or equivalent. Offered each fall semester.

Span. 300 Spanish Conversation and Composition I 4 hours
Intensive training in spoken and written Spanish emphasizing the civilization and history of Spain. Oral and written reports and discussion. A feature of this course is participation in the weekly meeting of the Spanish Club at the dinner hour. *Prerequisite:* Span. 200 or equivalent. Offered each fall semester.

Span. 301 Spanish Conversation and Composition II 4 hours
Intensive training in spoken and written Spanish emphasizing the cultural heritage and history of Latin America. Oral and written reports and discussion. A feature of this course is participation in the weekly meeting of the Spanish Club at the dinner hour. *Prerequisite:* Span. 200. Offered each spring semester.

Span. 302 International Spanish Correspondence 4 hours

Designed to prepare students of Spanish for possible employment in international government and commercial professions through the development of skills in business and diplomatic letter writing, familiarization with technical Spanish terms, instruction in methods of modern translation, and comprehensive preparation for bilingual positions. Offered each spring semester.

Span. 310 Spanish American Civilization 2 hours

Development of Latin America from the pre-Columbus era to the present day in art, music, drama, history, and literature. Each student does research on a specific project selected in consultation with the instructor. Conducted in English. (May be taken for credit as Social Science 310). Offered Spring 1976-77.

Span. 311 Spanish Civilization 2 or 4 hours

Spain's influence on the history, art, music, drama, literature, and science of the world. Each student does research on a specific project selected in consultation with the instructor. Conducted in English. (May be taken for credit as Social Science 311). Offered Spring 1977-78.

Span. 351 Survey of Spanish American Literature 4 hours

Great authors and works of Spanish American literature from the beginning to the present. Conducted in Spanish. *Prerequisite: Span. 200 or equivalent.* Offered Spring 1976-77.

Span. 352 Literature of Spain: Survey 4 hours

Great authors and works of Spanish literature from the beginning to the present. Conducted in Spanish. *Prerequisite: Span. 200 or equivalent.* Offered Spring 1977-78.

Literary Studies

Span. 401 Short Story in Spanish America 2 hours

Study of the struggle of man to determine his own destiny in the complex society of Spanish America through the short story. *Prerequisite: Span. 200 or equivalent.* Offered Spring 1977-78, first half of the semester.

Span. 402 Modern Spanish American Drama 2 hours

Study of contemporary Spanish American plays, their effect on Hispanic culture, and their presentation of modern problems. *Prerequisite:*

Span. 200 or equivalent. Offered Spring 1977-78, second half of the semester.

Span. 403 Literature of Spain: The Generation of '98 and the 20th Century 2 hours

Works of the novelists and philosophers who searched for the reasons for Spain's decline at the end of the 19th century, and of representative authors of the 20th century. *Prerequisite: Span. 200 or equivalent.* Offered Fall 1976-77, first half of semester.

Span. 406 Contemporary Novel in Spanish America 2 hours

Survey of modern novels and their spiritual expression of the vital aspects of Latin American life. *Prerequisite: Span. 200 or equivalent.* Offered Fall 1976-77, second half of the semester.

Span. 451 Literature of Spain: 19th Century Romantics 2 hours

Poetry, plays, and legends from the first half of the 19th century. *Prerequisite: Span. 200 or equivalent.* Offered Fall 1977-78, first half of the semester.

Span. 452 Literature of Spain: 19th Century Realists 2 hours

The regional novel of customs. Psychological, social, and thesis novels of the last half of the 19th century. *Prerequisite: Span. 200 or equivalent.* Offered Fall 1977-78, second half of the semester.

Span. 453 Literature of Spain: The Golden Age 2 hours

Poetry and drama of the 16th and 17th centuries when Spain was at its artistic and literary height. *Prerequisite: Span. 200 or equivalent.* Offered Spring 1976-77, first half of the semester.

Span. 454 Literature of Spain: Don Quixote 2 hours

Cervantes' masterpiece presenting the contrast of idealism and imagination versus realism and practicality in a great novel. *Prerequisite: Span. 200 or equivalent.* Offered Spring 1976-77, second half of the semester.

Span. 487-488 Independent Study 2 or 4 hours each

Span. 490 Senior Project 2-8 hours



GREEK

Gr. 301 Hellenistic Greek I 4 hours

Introduction to the grammar of the Greek language in the Hellenistic Age. Primary emphasis is placed on the structure of the Greek of the New Testament. *Offered Fall 1977-78.*

Gr. 302 Hellenistic Greek II 4 hours

Continuation of Gr. 301 with greater emphasis upon syntax and reading of the Greek New Testament. *Offered Spring 1977-78.*

Gr. 401 Hellenistic Greek Readings I 4 hours

For students who have had a basic course in the Greek language. Facilitates the reading and interpretation of texts from the Septuagint, the New Testament, papyri, and early Christian writers. *Offered Fall 1976-77.*

Gr. 402 Hellenistic Greek Readings II 4 hours

Continuation of Gr. 401 with readings in early Christian literature. *Offered Spring 1976-77.*

Gr. 487-488 Independent Study 2 or 4 hours each

FOREIGN LANGUAGE

F.L. 115-J Caribbean Literature 2 hours

Study of representative works of 20th century authors of the Caribbean islands of Cuba, Jamaica, Haiti, Dominican Republic, Puerto Rico, and the Lesser Antilles. The French, Spanish, and Dutch writings are available in translation. Taught on St. Croix, one of the Virgin Islands, during the second and third weeks of January.

F.L. 251-254 European Literature 2 hours each (See English 251-254).

F.L. 403 Reading and Research in the Foreign Press 2 hours (See Communications 403).

F.L. 425 Introduction to Linguistic Development of Languages 2 hours

Basic concepts and terminology of linguistics. Development of English, French, German, and Spanish from the Indo-European to modern times. Required of all majors in the department. *Open to other students with permission of the instructor. Offered second half of each spring semester.*

F.L. 426 Linguistic Interference 2 hours

The course will concentrate on the study of the linguistic borrowing process of lexical items by the French and German language from English, its extent, ways, and bearings. The course work will involve the discussion of the research done in this field as well as analysis of German and French texts drawn from the press and advertising material of the two countries. *Prerequisite: Fr. 102 and/or Ger. 102. Recommended especially to students who have taken F.L. 425. Offered Fall 1976-77.*

F.L. 480 Methods and Materials in Teaching Foreign Languages 2 hours

Methods, teaching materials, lesson planning, and extracurricular activities necessary for the teacher of French, German, or Spanish as a foreign language. Observation of classroom situations. Special emphasis on language laboratory techniques. (May be taken for credit as Education 480). *Offered first half of each spring semester.*

F.L. 487-488 Independent Study in European Languages 2 or 4 hours

General Sciences

While not of departmental status offering a field of concentration, the division of General Sciences provides a number of programs, many of which are interdisciplinary in nature, designed principally for non-science majors. Some of these courses, however, such as the history of science, are excellent supplements to the college programs of science majors. In addition, special courses are offered for those who are interested in the teaching of science at the secondary school level.

G.S. 101 Natural Philosophy 4 hours

Examination of the physical universe and man's place in it through an emphasis upon the ways in which the physical sciences have altered and are now altering man's understanding of the universe.

G.S. 102 Physical Science 4 hours

Survey of the field of chemistry with appropriate laboratory work. Open to freshmen. Students planning to complete a field of concentration in chemistry or physics should not enroll in this course.



G.S. 201 Astronomy 4 hours

Non-technical course in descriptive astronomy and cosmology, including such topics as the solar system, stars, galactic systems, telescoping, rocketry, and space travel. *Alternate years: 1976-77.*

G.S. 202 Physical and Cultural Geography 4 hours

Study of the physical processes tending to alter the climate and surface features of the earth and their consequent effects upon human populations. *Alternate years: 1976-77.*

G.S. 209 History and Philosophy of Science 4 hours

Study of some of the major ideas conceived by western man in attempting to comprehend and describe the natural world. (May be taken for credit as Philosophy 353). *Prerequisite: one year of college level science or permission of the instructor. Alternate years: 1976-77.*

G.S. 210 Science, Technology, and Society 4 hours

Historical examination of the effects of scientific and technological innovations upon various societies, emphasis being placed upon technology and science of the western world since 1850. (May be taken for credit as Sociology 210). *Alternate years: 1976-77.*

G.S. 480 Methods and Materials in Teaching Physical and Life Sciences 4 hours

Aims and methods of teaching the physical and life sciences in the secondary schools. Special attention is given to teaching general laboratory procedures and techniques of teaching. Each of the departments in the physical and life sciences participates in the program. *Prerequisite: 16 hours in one of the physical or life sciences or permission of the instructor.*

G.S. 487-488 Independent Study 2 or 4 hours each

GEOGRAPHY

(See General Science 202 and Social Science 302).

HEURISTICS

Heuristics 301-302 2 hours each

Investigation and discovery of methodologies of problem-solving within a broad spectrum of academic disciplines and pragmatic pursuits. *Not open to freshmen.*

History and Political Science

AIMS

To present the origin and development of institutions and ideas; to point out the great traditions that are molding our thought and action today; and to gain a better perspective of our political, economic, cultural, and social life. The courses in political science are intended to acquaint the student with political institutions and political problems in the United States and the world today.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN HISTORY

Twelve hours in European history, including History 301-302, 12 hours in American history, including History 201-202, six to eight hours in political science, two to four hours in either African or Asian or Latin American history, History 477, and a Senior Project. Students planning to attend graduate or professional schools should anticipate possible requirements in the areas of foreign language, statistics, accounting, and computer technology.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN POLITICAL SCIENCE AND HISTORY

Students selecting a field of concentration in this area are required to take Political Science 225, 328, 357, 478; History 201-202, 302 (with History 100 or 301 as possible substitutes when necessary); plus 16 additional hours selected from the area of political science, including a Senior Project. Students planning to attend law school, graduate school, or other professional schools should

anticipate possible requirements in such areas as foreign language, statistics, economics, accounting, and computer technology.

European and World History

Hist. 100 Development of World Civilization

4 hours

Development of political, social, and cultural institutions from ancient times to the 20th century, especially as they contribute to an understanding of our civilization. Assignments deal with Asia, Africa, and Latin America.

Hist. 297-298 Special Studies in History 2 or 4 hours

Designed to permit students to study with various faculty members in the department or with visiting instructors or other competent foreign visitors.

Hist. 301-302 Modern European History

4 hours each

Survey of European civilization from the Renaissance to the present. Second semester begins with 1815.

Hist. 325 British History to the 18th Century

4 hours

Study of the structure and growth of British society from Roman Britain to the Glorious Revolution of 1688. Topics such as Anglo-Saxon England, the nature of medieval kingship, the evolution of parliament, the English Reformation, and the causes and nature of the 17th century revolutions will be examined.

Hist. 326 British History Since the 17th Century

4 hours

Study of the structure and growth of British society from 1688 to the present. Topics such as the nature of 18th century politics, the Industrial Revolution, liberal and Victorian England, the impact of the World Wars on British society, and the "Irish Question" will be examined.

Hist. 351 Ancient Near Eastern Civilization

4 hours

(See Religious Studies 351).

Hist. 371 Introduction to African Civilization

4 hours

Historical survey of the peoples, nations, kingdoms, and empires of sub-saharan Africa from prehistory to the beginning of the colonial period. The cultural, religious, and political life of the African peoples is considered.

Hist. 372 Modern African States

2 hours

Study of the growth and evolution of the modern African states from colonial possessions to independent nations. The problems facing Africa in the modern world are examined.

Hist. 381 History of the Middle East and North Africa

2 hours

Historical survey of the rise of the Islamic empires from the time of the Prophet, including the Caliphates, the classical period of Islam, and the Ottoman rule to the end of World War II.

Hist. 382 Cultural Life in the Middle East and North Africa

2 hours

Study of the cultural developments and impact of Islamic civilization, including religion, art, literature, philosophy, and law.

Hist. 385 History and Culture of East Asia

4 hours

Study of the history and culture of East Asia with special emphasis on China and Japan. During the first section of the course, cultural matters will be examined within the context of the pre-modern period (4000 B.C.-1600 A.D.). Most of the class time will be devoted to a study of historical developments during the early modern and modern periods (1600-1945), especially in relation to such issues as international relations and modernization. *Prerequisite: One survey course in American or European history.*

Hist. 392 History, Culture, and Politics of Asia

4 hours

Political evolution of Asia in the 20th century with emphasis on the politics of Japan, India, and the People's Republic of China following World War II.

Hist. 427 Ancient Civilization

4 hours

History of the Near East, Greece, and Rome to the fourth century A.D.

Hist. 428 The Middle Ages

4 hours

Study of the decline of ancient civilization, the Byzantine and Islamic cultures, and especially the development of Western Europe to the 14th century.

Hist. 466 British Constitutional History

4 hours

History of British constitutional and legal developments from the medieval period through the 20th century.

Hist. 468 Revolution and Reaction in Modern History

4 hours

Comparative study of the English, American, French, and Russian revolutions. Emphasis is placed on the origins and characteristics of revolutions, the roles of revolutionary leaders, and the relationship of the 17th, 18th, and 19th century revolutions to contemporary struggles in the third world.

American History**Hist. 201-202 U.S. History**

4 hours each

Political, economic, and social growth of America. First semester covers the period of exploration to 1865; second semester from 1865 to the present.

Hist. 225 West Virginia History, Government, and Geography

2 hours

History of the western section of Virginia to the Civil War and the history and government of West Virginia to the present. The physical, political, and social geography of the state is included.

Hist. 341 Development of the American Nation

4 hours

History of the U.S. from 1816 to 1850. Considers the growth of American nationalism following the War of 1812; the rise of Jacksonian Democracy and the effects of that movement through the Polk administration.

Hist. 342 Age of Big Business

4 hours

Political, social, and economic history of the U.S. from 1865 to 1914. Emphasis is placed on the growth of industrialism during this period and the resulting attempts at social reform.



Hist. 344 Civil War and Reconstruction 4 hours

Study of the coming of the Civil War and the period of Reconstruction to 1877. Attention is devoted to the evolution of the slavery controversy, the constitutional questions of nullification and secession, the development of Southern nationalism, an analysis of Civil War causation, the campaigns of the war, and the objectives and programs of Presidential and Congressional Reconstruction. *Prerequisite: Hist. 201 or its equivalent.*

Hist. 423 Contemporary U.S. History 4 hours

Study of the political, economic, diplomatic, and social history of the U.S. since 1933. *Offered 1977-78.*

Hist. 425 History of Latin America 2 hours

Introduction to the pre-Columbian, Colonial, and Republican history of Latin America.

Hist. 426 Introduction to Latin America 2 hours

Study of the geography, politics, social composition, economic structure, and problems of modern Latin America.

Hist. 477 Historical Writings and Methods 2 hours

Study of the major works of the ancient, medieval, and modern European and American historians with emphasis on the various schools and methods of interpretation. The student also receives an introduction to the nature and methods of history as an intellectual discipline. Emphasis is placed on the technique of historical research, and the art of expression and critical analysis.

Hist. 487-488 Independent Study 2 or 4 hours each

Hist. 490 Senior Project 2-6 hours

Begins first semester of the senior year.

POLITICAL SCIENCE

Pol. Sci. 225 American Government 4 hours

Introduction to the formal and informal institutions and processes which comprise the American political system at the national level. Emphasis is placed on the mechanics of policy making and the behavior and attitudes of the American electorate.

Pol. Sci. 226 State and Local Government 2 hours

Study of the government and politics of states and local political subdivisions. Attention is given to the federal-state relationship, interstate relationships, and relationships between state and local governments, as well as to the structure, organization, functions, and problems of state and local governments.

Pol. Sci. 328 Comparative Government 4 hours

Survey of the major approaches to the study of political systems, with attention to similarities and differences. Focuses on political parties, governmental institutions, ideologies, elites, interest groups, and political culture. The material involves specific case studies of representative countries in Western and Eastern Europe, the Soviet Union, Asia, Africa, Latin America, and the Middle East.

Pol. Sci. 339 American Political Parties 4 hours

Study of major and minor political parties in the U.S. Attention is given to the history, structure, functions, tactics, and financing of political parties in a democratic system, as well as to the American electoral process; and a brief look at foreign party systems. The role of interest or pressure groups in a democratic pluralist society is also given major attention. *Pol. Sci. 225 or Hist. 201-202 are recommended for background in the field.*

Pol. Sci. 341 U.S. Foreign Policy 2 hours

Examination of the personalities, assumptions, and mechanics behind the making of U.S. foreign policy since World War II. The material provides a framework for analyzing and evaluating various interpretations of national security and subsequent international commitments. Reference is made to particular examples of foreign policies, such as the Truman Doctrine, Korea, Vietnam, and Sino-American and U.S. Soviet relations. *Prerequisite: Pol. Sci. 225 or permission of the instructor.*

Pol. Sci. 343 International Politics 4 hours

Analysis of the factors involved in the decision-making process among nations, traditionally and in a global perspective. This analysis is applied to theoretical, historical, and current political situations.

Pol. Sci. 357 History of Political Philosophy 4 hours

Survey of the major literature in the evolution of political philosophy from the classical period to Karl Marx, with an attempt to gain perspective on both the eastern and western traditions. A special effort is made to relate the principal concepts in political philosophy, such as justice, freedom, and equality, to contemporary politics.

Pol. Sci. 371 Modern Political Ideologies 4 hours

Survey and analysis of the literature of prevalent 20th century ideologies, including communism, socialism, pacifism, anarchism, and democracy. *Prerequisite: Pol. Sci. 357 or permission of the instructor.*

Pol. Sci. 372 Modern African States 2 hours

Study of the growth and evolution of the modern African states from colonial possessions to independent nations. The problems facing Africa in the modern world are examined.

Pol. Sci. 392 Contemporary East Asian Politics 4 hours

Introduction to the two predominant political styles of East Asia in the post-war period with special attention to the political, cultural, social, and economic characteristics of Japanese democracy and Chinese communism.

Pol. Sci. 426 Introduction to Latin America 2 hours

Study of the geography, politics, social composition, economic structure, and problems of modern Latin America.

Pol. Sci. 465 Constitutional Law 4 hours

Study of the judicial elaboration and interpretation of the U.S. Constitution. A case study approach to the historical development of American constitutional principles. Pol. Sci. 225 or Hist. 201-202 are recommended for background in the field.

Pol. Sci. 478 Research Methods in Political Science 4 hours

Consideration of the scope of political science through a survey of the prominent research in the field. Attention will be given to the "scientific" dimension of this work including reference to computer-assisted political analysis.

Pol. Sci. 487-488 Independent Study 2 or 4 hours each**Pol. Sci. 490 Senior Project 2-6 hours**

Begins first semester of the senior year.

Interdisciplinary Studies

AIMS

The interdisciplinary studies program recognizes that some students are more likely to achieve the goals of an "integrated education" and a "self-examined life," as set forth in the Bethany Plan, by designing their own cross-disciplinary field of concentration. The aim of the program is to facilitate such study by providing the machinery needed for its implementation and evaluation; by aiding the student in the study of interdisciplinary methods and problems; by critically evaluating the student's grasp of methods and materials of various disciplines; and by requiring the student to integrate his or her knowledge of materials and methods, derived from various disciplines, around a single problem or idea.

REQUIREMENTS FOR FIELD OF CONCENTRATION

The interdisciplinary studies program is designed to facilitate the faculty-sponsored or student-initiated program of study that cuts across departmental lines. The initiator of the program is responsible for establishing the content of the special curriculum, for stating the goals of the special curriculum, and for justifying the creation of a special curriculum. The Committee on Interdisciplinary Study approves or rejects the curriculum proposal. The program must include at least 24 hours (excluding the Senior Project) in an approved core curriculum. The special curriculum may not exceed 72 hours. No more than 48 hours in any one department will be counted toward graduation. All work is supervised by the director of interdisciplinary studies. The director serves as the student's academic advisor throughout the program of study.

ADMISSION TO THE INTERDISCIPLINARY STUDIES PROGRAM

It is recommended that all proposals for admission to the program be submitted to the director on or before the last day of the last semester of the student's sophomore year. Students who apply after this date may find that it will take them an extra summer or an extra semester to meet all requirements for graduation.

Student proposals must follow the outline provided by the Committee on Interdisciplinary Study and must be accompanied by proper supporting documents.

All proposals should be prepared in consultation with the director of interdisciplinary studies.

SENIOR YEAR

Senior Comprehensive Examination: Students must have completed at least 24 hours of study in their special curriculum (including all courses designated as required in the original proposal) before they are eligible to take the examination.

The Senior Comprehensive Examination will be designed to measure the student's grasp of methods and materials basic to the disciplines emphasized in the core curriculum; to test the student's capacity for integrating materials and methods from the various disciplines; and to allow the student to evaluate the success of the special curriculum in light of his or her stated goals.

Senior Project: Students who wish to do 4-8 hour Senior Projects must have their programs approved by the director on or before the last day of the last semester of their junior year.

I.S. 100 Freshman Interdisciplinary Lecture 4 hours

(See page 67 for descriptions of freshman interdisciplinary lectures).

I.S. 487-488 Independent Study 2 or 4 hours

I.S. 490 Senior Project 4-8 hours



Mathematics

AIMS

To provide the general student with a knowledge of the foundations of mathematics; to give the prospective teacher an understanding and appreciation of the fundamental ideas of elementary mathematics; to provide a tool for the technical student; and to give the prospective graduate student a foundation for later study and research.

REQUIREMENTS FOR FIELD OF CONCENTRATION

A minimum of 40 hours in the department which must include the following core program: Mathematics 169, 201, 202, 203, 301, 353, 354, and a Senior Project. In addition each student must select one of the following programs and complete the requirements within that area:

General: 343, 344, and 382.

Teaching: 281, 326, and 480.

Computer Science: 271, 272, 371, and 372.

In every case the sequence of courses is subject to the approval of the senior advisor.

Math. 103 Algebra and Trigonometry 4 hours

Designed to prepare the student to take calculus. Includes a study of sets and operations, real numbers, equations, functions, graphs, exponents, exponential functions, trigonometric functions, complex numbers, polynomial functions, logarithmic functions, and systems of equations. *Offered fall and spring semesters.*

Math. 141 Mathematics for the Liberal Arts Student 4 hours

Introduces the non-science major to the spirit and flavor of mathematics. Stresses fundamental concepts with the aim of clarifying the impor-

tance of mathematics in relation to other branches of knowledge. Topics that may be covered include sets, logic, the number concept, history of mathematics, the nature and use of geometry, computers, computer programming, and logical puzzles. *Offered fall semester.*

Math. 152 Finite Mathematics 4 hours

Intended primarily for students of the biological or social sciences. It is also recommended for students desiring a liberal arts acquaintance with mathematics. It is not a precalculus course. Concepts studied include logic, set theory, matrices, probability theory, linear programming, and game theory. *Offered spring semester.*

Math. 169 Introduction to Computer Science 2 hours

Introduction to computer programming using the *Basic* language. Emphasis is placed upon utilization of the computer in solving problems encountered in mathematics. *Offered fall and spring semesters.*

Math. 201 Calculus I 4 hours

Real number system, equations of a line, study of the circle and parabola, functions, limits, and continuity. Techniques of differentiation and integration applied to maximum and minimum problems and to related rates. *Prerequisite:* 3½ years of high school math or Math. 103 or permission of the instructor. *Offered fall and spring semesters.*



Math. 202 Calculus II

4 hours

Area between two curves, volumes of revolution, moments, centroids, hydrostatic pressure, and work. Integration and differentiation of transcendental functions. Methods of integration including integration by parts, partial fractions, and trigonometric substitution. Polar coordinates and graphs, area, and angles of intersection in polar coordinates. *Prerequisite: Math. 201 or advanced placement. Offered fall and spring semesters.*

Math. 203 Calculus III

4 hours

Intermediate calculus with emphasis on vector methods and functions of several variables. Scalar and vector products. Partial differentiation and applications, directional derivative and gradient. Multiple integrals with physical applications. Expansion of functions. L'Hospital rule, sequences, and series. *Prerequisite: Math. 202. Offered fall and spring semesters.*

Math 225-226 Mathematics for Elementary Teachers

2 hours each

The first course is a study of the fundamental principles and concepts of arithmetic. The second is a study of intuitive geometry. *Offered spring semester.*

Math. 271 Logic and Algorithms

4 hours

Discusses the development of the computer and how it solves problems through algorithms. Since computers are inherently logical, propositional and first-order predicate logic are discussed. *Prerequisite: Math. 103 or equivalent. Alternate years: 1976-77.*

Math. 272 Computer Architecture

4 hours

This course is primarily for students who want to learn how the computer works. The hardware of the computer is discussed which includes the central processor, memory, and input-output devices. *Alternate years: 1977-78.*

Math. 281 Statistical Methods

4 hours

Introductory statistical analysis including frequency distribution and graphic presentation of data, measures of central tendency, relative positions in a distribution, variability, the normal curve and its applications, correlation and regression, probability and statistical inference, testing differences between means, introduction to analysis of variance. (Not open to students in the general program). *Offered fall semester.*

Math. 301 Real Analysis

4 hours

The real number system, including completeness, topology of the reals, compactness, continuous functions, uniform continuity, sequences, limits, and connectedness. *Prerequisites: Math. 203, 354. Offered spring semester.*

Math. 326 Introduction to Modern Geometry

4 hours

Euclidean and non-Euclidean geometrics; an introduction to synthetic projective geometry; the concept of limit and infinity; geometrical constructions, recent developments and theorems. *Prerequisites: Math. 201, 202. Alternate years: 1977-78.*

Math. 331 Operations Research

2 hours

This course deals with applications of matrix algebra to business and economics, including problems involving cost minimization and profit maximization. (The necessary matrix algebra will be developed in the course). Primarily designed for students who intend to pursue a career in business. *Prerequisite: Math. 103 or equivalent. Offered Fall 1976-77.*





Math. 341 Differential Equations 2 hours

Methods of solution of ordinary differential equations and applications to the physical sciences. *Prerequisite:* Math 202. *Offered fall semester.*

Math. 342 Partial Differential Equations 2 hours

Introduction to Fourier Series and partial differential equations. Topics covered include Fourier Sine and Fourier Cosine Series, Fourier Integrals, orthogonal functions, vibrating string, wave equations, heat flow, Laplace's equation, and Legendre's equation. *Prerequisite:* Math. 341. *Offered fall semester.*

Math. 343 Vector Calculus 2 hours

Introduction to vector differential and integral calculus. Topics covered include gradient, divergence, curl, line integrals, surface integrals, Green's theorem, and Stoke's theorem. *Prerequisite:* Math. 203. *Offered fall semester.*

Math. 344 Complex Variables 2 hours

Complex numbers, elementary functions, analytic functions, contour integration, Taylor and Laurent series, conformal mapping, boundary value problems, Laplacian equations. *Prerequisite:* Math. 203. *Alternate years: 1976-77.*

Math. 353 Modern Abstract Algebra 4 hours

Groups, rings, integral domains, fields, and vector spaces. *Offered fall semester.*

Math. 354 Linear Algebra 4 hours

Geometric vectors, matrices and linear equations, real vector spaces, linear transformations and matrices, and inner product spaces. *Offered spring semester.*

Math. 371 Numerical Analysis 4 hours

Numerical methods in evaluating integrals and differential equations. Techniques in finding the roots of polynomials and solving systems of linear equations and matrix manipulation. *Basic* and *Fortran* languages are used to apply the above methods. *Alternate years: 1977-78.*

Math. 374 Operational Systems 4 hours

This course is primarily for students who want to learn how the computer operates. The software of the computer is discussed which will include learning the assembly language of the Super Nova. *Prerequisite:* Math. 169. *Alternate years: 1977-78.*

Math. 375 Data Structures 4 hours

Deals with how computers use data and how the data can be effectively manipulated. Such things as how files are arranged for business and government are analyzed. *Prerequisite:* Math. 169. *Offered Spring 1976-77.*

Math. 382 Probability 4 hours

Introduction to probability, basic distribution theory, limit theorems, mathematical expectation, probability densities, random variables, sampling distributions, point and interval estimation, tests of hypotheses, regression and correlation, analysis of variance. *Prerequisite:* Math. 202 or permission of the instructor. *Alternate years: 1977-78.*

Math. 460 Seminar in Mathematics 2 hours

Each seminar investigates topics of current interest to mathematicians such as combinatorics, graph theory, non-standard analysis, and category theory. *Offered spring semester.*

Math. 480 Methods and Materials in Teaching Mathematics 2 hours

Approved methods in teaching mathematics at the secondary level; class period activities of the teacher; procedures and devices in teaching; organization of materials, testing, aims, and modern trends. (May be taken for credit as Education 480). *Offered spring semester.*

Math. 487-488 Independent Study 2 or 4 hours each

Math. 490 Senior Project 2-8 hours



Music

AIMS

To promote the understanding and appreciation of music of generally recognized excellence; to relate that music to the cultural conditions of respective periods; to provide an integrated study of music theory, history, literature, and performance; to provide the college community with stylistically sound performances of good works; and to provide for the thorough training of musicians at the pre-professional level.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN MUSIC LITERATURE

Requirements for concentration in music literature are Music 111, 112, 303, 327, 343, three courses in the 201 through 204 music literature sequence, and 10 hours in applied music of which a maximum of four hours may be in ensemble, Music 478, and a Senior Project.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN MUSIC EDUCATION

Students electing a field of concentration in music education and seeking certification as teachers in any state must fulfill the requirements for certification in West Virginia which amounts to 50 hours in music—two hours more than may be counted toward an A.B. degree. The requirements are Music 111, 112, 303, 327, 343, 422, 439, Fine Arts 201 or 202, Music 121 through 124, four hours of piano (or proficiency examination), two hours of voice, six hours of concentration in voice or any one instrument, and two hours in ensemble, Music 478, and a Senior Project. Also required, but counting as professional education, are Music 340-341, 480, and student teaching.

Literature and Theory of Music

Mus. 101-102 Introduction to Music as an Art and Science 2 hours each

Elements of tonal relationships, simple rhythms, intervals, melodies in both major and minor modes, recognition of the sights and sounds of the orchestral instruments, historical significance of form, the voice. Designed to give the student the ability to recognize, reproduce, and record simple melodic and rhythmic patterns. *Mus. 101 is a prerequisite for Mus. 102.*

Mus. 111 Theory I 4 hours

Rudiments of music structure and basic disciplines of chord connection and harmonization of simple melodies. Emphasis on identifying sounds by hearing and writing. *Alternate years: Spring 1976-77.*

Mus. 112 Theory II 4 hours

Techniques of figured bass, modulation, controlled dissonance, and further use of chromatically altered chords. Continued emphasis on hearing through dictation, sight-singing, and keyboard exercises. *Alternate years: Fall 1977-78.*



Mus. 201 Romantic Period 4 hours

General listener's approach to the music, both instrumental and vocal, of composers from Schubert, Chopin, Schumann, and Mendelssohn through Liszt, Berlioz, Verdi, Wagner, Brahms, Tchaikowsky, and other 19th century composers. *Alternate years: 1977-78.*

Mus. 202 20th Century Music 2 hours

General listener's approach to music in various media from the Impressionists through Stravinsky, the Schonberg School, Bartok, Hindemith, the American, Soviet, and other significant composers, including electronic, aleatory, and experimental music. *Alternate years: 1976-77.*

Mus. 203 Music of the Baroque Period 4 hours

General listener's approach to music in various media from Monteverdi to circa 1750 with emphasis on Bach and Handel. *Alternate years: 1976-77.*

Mus. 204 Classical Period 4 hours

General listener's approach to the music, both instrumental and vocal, of the late 18th and early 19th centuries, concentrating upon Haydn, Mozart, Beethoven, and Schubert. *Alternate years: 1976-77.*

Mus. 205 Jazz 2 hours

General listener's approach to the history of jazz from its African, Cuban, and American Negro origins through Ragtime, the New Orleans, Kansas City, and Chicago styles, Swing, Bop, Progressive, Rock, and other jazz styles.

Mus. 303 Theory III 4 hours

Comprehensive extension of Theory II. Intensive study of stylistic elements of Classical and Baroque periods. Introduction to characteristics of later harmonic styles. Continued emphasis on aural and keyboard skills. *Alternate years: Fall 1976-77.*

Mus. 327 Music History 4 hours

Historical significance of the main periods and types of music. Requires some technical background. *Alternate years: 1977-78.*

Mus. 340-341 Methods and Materials in Teaching Music in the Elementary Schools 2 hours each

Consideration of the aims and values of elementary school music with opportunities to develop teaching techniques and to become familiar with the standard materials.

Mus. 343 Counterpoint

2 hours

Basic principles of writing two, three, and four-voice counterpoint, and their application in the smaller forms of composition. *Prerequisite:* Mus. 112. *Alternate years:* 1977-78.

Mus. 344 Orchestration

2 hours

Arranging music for various types of instrumental ensembles. *Alternate years:* 1976-77.

Mus. 422 Instrumental Conducting

2 hours

Technique of the baton and the different problems to be met in conducting orchestra and band; introduction to score reading; opportunity for experience through the conducting of the college instrumental groups. *Open only to advanced students. Alternate years:* 1976-77.

Mus. 439 Choral Conducting

2 hours

Technique of the baton and the different problems to be met in conducting chorus; introduction to score reading; opportunity for experience through the conducting of the college choral groups. *Open only to advanced students. Alternate years:* 1976-77.

Mus. 478 Senior Seminar

2 hours

Survey and review of the field of music; its history, theory, and literature. *Required of all students concentrating in music.*

Mus. 480 Methods and Materials in Teaching Music in Secondary Schools

4 hours

Analysis of music offered in senior and junior high schools throughout the U.S. Consideration of problems, objectives, and materials in teaching vocal and instrumental music, theory, and appreciation courses in secondary schools. Opportunities for developing practical teaching projects. (May be taken for credit as Education 480).

Mus. 487-488 Independent Study

2 or 4 hours each

Mus. 490 Senior Project

2 or 4 hours

An independent, student-initiated project which may be research, creative work, or performance.

Applied Music

(Courses in applied music may be repeated for credit).

Mus. 119 Class Instruction in Percussion Instruments

1 hour

Designed to acquaint the student with the snare drum, bass drum, cymbals, tympani, mallet instruments, and the reading and scoring of percussion notation. *Alternate years:* 1976-77.

Mus. 121-122 Class Instruction in Stringed Instruments

1 hour each

Required of all students concentrating in music education. *Alternate years:* 1977-78.

Mus. 123 Class Instruction in Brass Instruments

1 hour

Required of all students concentrating in music education. *Alternate years:* 1976-77.



**Mus. 124 Class Instruction in
Woodwind Instruments** 1 hour

Required of all students concentrating in music education. *Alternate years: 1977-78.*

Mus. 125-126 Concert Choir 1 hour each

Preparation for concert performance of standard literature, both sacred and secular. *Membership limited; enrollment by audition.*

Mus. 127-128 Male Chorus 1 hour each

Study and performance of concert repertoire for male voices. *Membership limited; enrollment by audition.*

Mus. 129 Class Instruction in Guitar 1 hour

Introduction to guitar, teaching techniques, and music theory. Begins with easy chords and progresses logically through various keys using songs suitable and interesting to today's student. Class participation and parallel listening are provided by the use of cassettes. Students must provide their own guitars. Limited to 15 students.

Mus. 131-132 Brass Choir 1 hour each

Study and performance of baroque and contemporary music for brass instruments. *Enrollment by audition.*

Mus. 133-134 Band 1 hour each

An ensemble of wind and percussion instruments which plays for festive and athletic events of the College. *Enrollment by permission of the director.*

Mus. 135-136 Chamber Music 1 hour per year

Study and occasional performance of the standard chamber literature—quartets, trios, and other works suited to the instrumentalists available. *Enrollment by audition.*

Mus. 137-138 Stage Band 1 hour each

Study and performance of arrangements for large jazz band. Designed to develop an appreciation for the musical styles of Glen Miller, Woody Herman, Stan Kenton, and others. *Enrollment by audition.*

Mus. 141-142 Organ 1-2 hours each

Technique, theory, and literature of the organ. Open to all students who have had some training in either piano or organ. Private lessons. *Enrollment by permission of the instructor.*

Mus. 143-144 Piano 1-2 hours each

Literature and technique of piano playing designed to develop a discriminating appreciation of fine music and fine musical performance. Private lessons. *Enrollment by permission of the instructor.*

Mus. 145-146 Strings 1-2 hours each

Private lessons in violin, viola, cello, or bass. Open to beginners as well as to students with previous training. *Enrollment by permission of the instructor.*

Mus. 147-148 Voice 1-2 hours each

Vocal technique, theory, and literature. Open to all students who have adequate native ability, with or without previous vocal training. Private lessons. *Enrollment by permission of the instructor.*

Mus. 149-150 Wind Instruments 1-2 hours each

Private lessons in basic brass and woodwind instruments. Open to beginners as well as to students with previous training. *Enrollment by permission of the instructor.*

Mus. 301-302 Advanced Organ 1-2 hours each

Open only to students who can demonstrate satisfactorily their ability to play compositions equivalent in difficulty to the following: Bach — G minor Fugue (The Little); D minor Toccata and Fugue; or Widor — Toccata from Symphony V. Private lessons. *Enrollment by permission of the instructor.*

Mus. 305-306 Advanced Piano 1-2 hours each

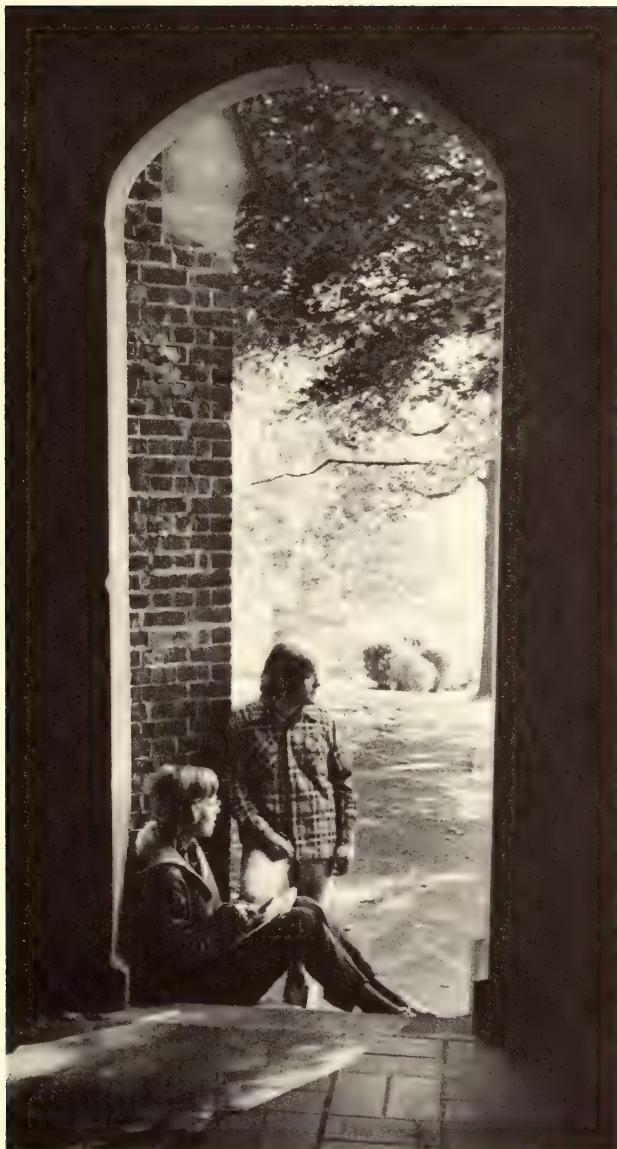
Open only to students who can demonstrate satisfactorily their ability to perform compositions equivalent in difficulty to the following: Beethoven — Op. 27, No. 2; Bach — Preludes and Fugues Nos. 2 and 21 (Vol. I). Public performance required. Private lessons. *Enrollment by permission of the instructor.*

Mus. 307-308 Advanced Strings 1-2 hours each

Open only to students who are able to play satisfactorily music equivalent in difficulty to the Kreutzer Etudes and DeBériot Concertos for violin. Public performance required. Private lessons. *Enrollment by permission of the instructor.*

Mus. 309-310 Advanced Voice 1-2 hours each

Open only to students who have completed four semesters of voice study, can read at sight, have adequate use of at least one modern foreign language, and can demonstrate the ability to perform numbers equivalent in difficulty to standard operatic and lieder literature. Public performance required. Private lessons. *Enrollment by permission of the instructor.*



Philosophy

AIMS

To assist the student in discovering and developing sound bases for interpreting self and society through a careful examination of his or her beliefs, actions, and claims to knowledge; to assist the student in becoming aware of the nature and status of philosophical problems, commitments, ideologies, and models that serve as the foundation of human life; and to provide the student who expects to pursue graduate studies in philosophy with a sound basis in the major areas of the field.

REQUIREMENTS FOR FIELD OF CONCENTRATION

Concentration in philosophy may hold promise for several students as one way to approach a liberal education. For others, philosophy may be an important related field; or it may serve as a good foundation for those planning for graduate work in another field as well as for those who are professionally interested in philosophy.

Concentration in philosophy requires satisfactory completion of a minimum of 24 hours, including Philosophy 204, 313, 323, 324, 333, and 334, plus a Senior Project, and Senior Comprehensive Examination. The Senior Project is received and evaluated in the final semester of the student's academic program.

The student who is considering graduate work should be aware that many good graduate programs in philosophy require a reading knowledge of French and German.

Phil. 201 Introduction to Philosophy

4 hours

Intended primarily to involve students in an introductory exploration into the range of problems with which philosophers wrestle. "Living issues" confront us in such vital areas as: the nature of self, man, mind, values, knowing, freedom, and of philosophy, philosophic outlooks, and religious traditions.

Phil. 204 Ethics: Personal and Social 4 hours

Examination of different personal and social foundations upon which ethics or morals can be (and have been) built — such as pleasure, happiness, feeling, reason, obligation, usefulness, and relativism; significant moral problems in several areas of life and work; and basic criteria for moral decision-making.

Phil. 313 Basic Logic 4 hours

Students are assisted in developing the ability to recognize the differences between emotional intensity and valid argument, between verbal disputes and conclusions that follow (logically) from premises. Recognition of the bases of these differences and development of the very practical abilities to recognize, construct, and analyze various forms of argument and to detect logical errors (fallacies) are important objectives of the course.

Phil. 323 Ancient and Medieval Philosophy 4 hours

Begins with the seventh century B.C. Greek mythic interpretations and moves through early Nature Philosophies, Scepticism, Greek Humanism, the Golden Age, the Roman Period, and the relationship of religion and philosophy in the Medieval Period. *Alternate years: 1976-77.*

Phil. 324 Modern Philosophy 4 hours

Begins with the New Learning and moves through the rise of "the scientific spirit," the development of British Empiricism and Continental Rationalism, and Kant's "revolutionary" impact on philosophy. *Alternate years: 1976-77.*

Phil. 332 Readings in German Philosophers 2 hours

(See German 332).

Phil. 333 19th Century Philosophies 4 hours

Focuses on 19th century man's "discovery of society" and several of the themes, basic concepts, and procedures that form the roots of modern social philosophy as well as those of the social sciences. Included in the "man and society" struggle are such thinkers as Fichte, Hegel, Schopenhauer, Comte, Mill, Feuerbach, Marx, Kierkegaard, Nietzsche, and Spencer. *Alternate years: 1977-78.*

Phil. 334 20th Century Philosophies 4 hours

Focuses on such contemporary attempts to find and define meaning and "existence" as: the revolt against Idealism, American and British Realism, German and French Existentialism, Intuitionism-Vitalism, British and American Positivism, and Pragmatism. *Alternate years: 1977-78.*

**Phil. 353 History and Philosophy of Science** 4 hours

(See General Science 209).

Phil. 355 Sociology of Knowledge 2 hours

(See Sociology 355).

Phil. 363 Philosophy of Religion 2 or 4 hours

Philosophical examination of the major aspects of the areas of religion and the religious: the religious experience, faith, knowledge, belief, proof, and certainty.

Phil. 368 Aesthetics, The Arts, and Philosophy 2 or 4 hours

Examination of the nature of aesthetic experience and its relation to other kinds of experience, as well as its place in art production, appreciation and creativity; the notion of "a work of art"; language used in description, interpretation, and evaluation of art; and different interpretations of aesthetics. Opportunities are provided for giving special attention to particular art areas as well as to "the Arts." *Alternate years: 1976-77.*

Phil. 477-478 Senior Seminar 2 hours each

This seminar seldom consists of a general review of all areas of philosophy; the topic or particular area of study is chosen as a result of student and faculty conferences. Student ability, interest, and need are important factors. *Conferences with and permission of the chairman of the department are required before enrollment.*

Phil. 487-488 Independent Study 2 or 4 hours each**Phil. 490 Senior Project** 2-8 hours

Physical Education and Health

AIMS

To promote the physical well being of the student; to provide opportunities for students to participate in and secure a reasonable degree of proficiency in recreational activities; and to train majors for professional opportunities in physical education, health education, and recreation, both in educational and community situations.

REQUIREMENTS FOR FIELD OF CONCENTRATION

A minimum of 36 hours in the department which must include Phys. Ed. 227, 443, 470, 471, 475, and 490. Additionally, all students must take Biology 100, 101 and 167 as well as Psychology 100. Unless a student has a specific and well-thought-out alternate program of studies and has successfully petitioned the department for exception, he or she must, by the end of the junior year, have completed the above requirements (with the exception of Phys. Ed. 475 and 490) as well as Phys. Ed. 262, 263, 298, 360, 426, 439 or 440, 480, and Education 202, and must take the student teaching block in the first semester of the senior year. The latter includes Education 333, 401, 428, and 475.

P.E. 100 Physical Education Activities 1 hour

Techniques and rules of various physical activities with emphasis on carry-over sports. May be taken a maximum of four times for credit.

P.E. 105 First Aid as Related to the Principles of Biology 2 hours

(See Biology 105).



P.E. 169-170 Folk Dancing 1 hour each

Folk dancing from many countries. English and American country dances during the first semester and European dances during the second semester. An activity course.

P.E. 227 Personal and Community Health 4 hours

Fundamental knowledge of personal and community health matters pertaining to the social group, communicable diseases, vital statistics, and legal and social regulations.

P.E. 262 Gymnastics I 2 hours

Introduction and instruction in the use of gym apparatus.

P.E. 263 Gymnastics II 2 hours

Methods and procedures in teaching gymnastics at the various educational levels.

P.E. 267 Theory and Practice of Team Sports 2 hours

Intensive study and practice methods in the most popular seasonal team sports, e.g., football, soccer, and volleyball. *Fall semester.*

P.E. 268 Theory and Practice of Team Sports 2 hours

Intensive study and practice methods in the most popular seasonal team sports, e.g., basketball and softball. *Spring semester.*

RECOMMENDATION OF SEQUENCE OF COURSES FOR PHYSICAL EDUCATION MAJORS

FIRST SEMESTER			SECOND SEMESTER		
Freshman			CREDIT		
P.E. 443	Principles and Foundations of Health and Physical Education	4	Bio. 167	Introduction to Mammalian Anatomy and Physiology	4
Bio. 100	Organ Systems of Vertebrates	2	P.E. 262	Gymnastics I	2
Bio. 101	Animal Diversity	2	P.E. 263	Gymnastics II	2
Sophomore					
Psych. 100	General Psychology	4	Ed. 202	Human Development and Learning II	4
P.E. 227	Personal and Community Health	4	Ed. 249	Participation in Secondary Schools	2
			P.E. 470	Contemporary Problems in Health	2
			P.E. 471	Planned Family and Sex Education	2
Junior					
P.E. 298	Aquatics I	2	P.E. 426	Kinesiology and Physiology of Muscular Activity	4
P.E. 360	Test and Measurements	2	P.E. 440	Theory and Practice of Individual Sports (for those who did not take 439 the first semester)	2
P.E. 439	Theory and Practice of Individual Sports (or 440 to be taken second semester)	2	P.E. 480	Seminar and Methods in Teaching Health and Physical Education	4
Senior					
Ed. 333	Educational Psychology	2	P.E. 475	Organization and Administration of Health, Physical Education, and Athletics	4
Ed. 401	History and Philosophy of Education	2	P.E. 490	Senior Project	2-8
Ed. 428	Principles and Techniques of Secondary Education	4			
Ed. 475	Observation and Directed Teaching in Secondary Education	8			

Majors should be encouraged to take P.E. 280, 299, 310, and 440 as priority electives.

P.E. 280 Teaching Elementary Physical Education

2 hours

Teaching physical education at the elementary level. A study of this age group's physical, motor, social, and emotional development, plus activities contributing to proper physical development.

P.E. 298 Aquatics I

2 hours

Life saving and water safety. Instruction in life saving techniques, such as strokes used, defensive tactics, carries, releases, and resuscitation. Satisfactory completion of the course leads to the American Red Cross Certificate in Service Life Saving.

- P.E. 299 Aquatics II** 2 hours
Instruction in methods of teaching aquatic skills, including swimming strokes, diving, and advanced life saving. Also theory on pool management. Satisfactory completion of the course leads to certification as an American Red Cross Water Safety Instructor.
- P.E. 300 Introduction to Recreation** 2 hours
Theory of recreation and its role in increased leisure. Also recreation as a profession.
- P.E. 301 Dance** 4 hours
Study of folk, social, and modern dance-teaching techniques and methods to be used in all levels of the educational system.
- P.E. 305 Principles of Coaching** 4 hours
Philosophy of coaching and technical preparation for coaching.
- P.E. 309 Intramural Sports** 2 hours
Organization, administration, and objectives of the intramural athletic program.
- P.E. 310 Adapted Physical Education** 2 hours
Variations of the normal types of the human organism at different age levels; therapeutic measures, especially those which refer to the correction of mechanical defects.
- P.E. 340 Prevention and Care of Injuries** 2 hours
Common hazards of play and athletics. Preventive measures and treatment of injuries. Red Cross First Aid Certificate may be earned by those who pass the examination.
- P.E. 360 Test and Measurements** 2 hours
Methods used in evaluating outcomes of the physical education program.
- P.E. 390 Recreation Leadership** 4 hours
Philosophy of American recreation and community organization for leisure time activities. Recreational activities, practice in the leadership of games, informal dramatics, rhythmic, camp craft, and playground activities, with a two-hour lab for handcrafts.
- P.E. 426 Kinesiology and Physiology of Muscular Activity** 4 hours
Structure and function of the human body and their relationship to bodily exercise patterns.
- P.E. 439 Theory and Practice of Individual Sports** 2 hours
Intensive study and practice methods in the most popular seasonal individual sports, e.g., archery and badminton. *Fall semester.*
- P.E. 440 Theory and Practice of Individual Sports** 2 hours
Intensive study and practice methods in the most popular seasonal individual sports, e.g., bowling, golf, and tennis. *Spring semester.*
- P.E. 443 Principles and Foundations of Health and Physical Education** 4 hours
Principles and fundamental foundations basic to a program of health and physical education in the modern educational system.
- P.E. 470 Contemporary Problems in Health** 2 hours
Study of current health problems, including mental health, nutrition, accidents, physical fitness, and drug education.
- P.E. 471 Planned Family and Sex Education** 2 hours
Methods and techniques of teaching sex education in the educational system, including such topics as dating, marriage adjustments, pregnancy and the reproductive systems, family planning and fertility control, and divorce.
- P.E. 475 Organization and Administration of Health, Physical Education, and Athletics** 4 hours
Administrative construction of proper relationships and procedures in health, physical education, and athletics. *Required of senior majors; open to others by department approval.*
- P.E. 480 Seminar and Methods in Teaching Health and Physical Education** 4 hours
Survey of the field and current methods, materials, and techniques pertinent to teaching health and physical education. (May be taken for credit as Education 480). *Normally open only to juniors planning to do student teaching.*
- P.E. 487-488 Independent Study** 2 or 4 hours each
- P.E. 490 Senior Project** 2-8 hours

Physics

AIMS

To provide students with the current body of knowledge expressing the physicist's concepts of the physical universe and to allow students to consider their abilities realistically and to discuss ideas and projects with the staff and other students. The ideal is to provide interdisciplinary experiences among the sciences and humanities so that students may develop an understanding of the relationships between themselves and physics and between society and physics. Students may choose from a variety of courses to satisfy a distribution requirement, to attain enough competence for a future in a related technical field, or to attain sufficient breadth to pursue an advanced degree in physics.

REQUIREMENTS FOR FIELD OF CONCENTRATION

A minimum of 36 hours in the department, including Physics 201, 202, 251, 252, 261, 262, 300, 301, 314, 316, 318, and either 305-306 or 303, plus a Senior Project. Those students expecting to do graduate work are urged to take Physics 221, 222, and both 305-306 and 303. Mathematics and chemistry are strongly recommended as related fields.

A combined plan with Columbia University, a dual-degree program with Georgia Institute of Technology, and a Three-Two Plan with Washington University are available to students interested in various engineering or industrial management degrees. Special programs are also offered in cooperation with the Education Department to students interested in the teaching of science.

Students interested in careers in engineering, industrial management, mathematical modeling, etc., which might require a background in physics-mathematics-economics-

chemistry are encouraged to speak to the appropriate department chairman or the director of interdisciplinary studies if they wish to design an interdisciplinary program of study more suited to their career goals than a traditional departmental program.

Phys. 101-102 Introductory Physics 4 hours each

First semester: mechanics, heat, and wave phenomena. Second semester: electricity and magnetism, light, and selected topics in atomic and nuclear physics. The presentation is suitable for students whose mathematical preparation goes no further than algebra and the elements of trigonometry. No calculus is used. *Three hours of lecture and two hours of lab each week.*

Phys. 169 Introduction to Computer Science 2 hours

Introduction to computer programming using the *Basic* language. Emphasis is placed upon utilization of the computer in solving problems encountered in physics.

Phys. 201-202 General Physics 4 hours each

Subject areas covered are the same as in Phys. 101-102. However, the general level of sophistication is higher, the scope broader, and calculus is used. Specifically aimed at science and engineering students taking at least a concurrent course in calculus. *Three hours of lecture and two hours of lab each week.*

Phys. 221 Electronics I 4 hours

Introduction to electrical and electronic circuits and their elements, with an emphasis on applications. Material covered is suitable for students whose mathematical preparation goes no further than algebra and trigonometry.

Phys. 222 Electronics II 4 hours

Continuation of Electronics I, with emphasis on transistor vacuum tube circuitry and design. *Prerequisite: Phys. 201-202 and Phys. 221 or permission of the chairman of the department. Alternate years: Spring 1977-78.*

Phys. 251 Mechanics I 4 hours

Particle mechanics; central force motions; motions of rigid bodies; free, forced, and coupled oscillations; rotations about an axis; moving coordinate systems; conservation theorems. *Prerequisite: Phys. 201-202*

or permission of the chairman of the department. Alternate years: Fall 1977-78.

Phys. 252 Mechanics II 2 hours

Lagrange's equations, relativistic mechanics, mechanics of continuous media, and theory of small vibrations. *Prerequisite:* Phys. 251. Alternate years: Spring 1977-78.

Phys. 261 Electricity and Magnetism I 2 hours

Electrostatics, magnetostatics, and scalar and vector fields. *Prerequisite:* Phys. 201-202 or permission of the chairman of the department. Alternate years: Fall 1977-78.

Phys. 262 Electricity and Magnetism II 4 hours

Multi-pole expansion of the potential, Poynting's vector, electrodynamics, Maxwell's equations, boundary conditions, and wave propagation. *Prerequisite:* Phys. 261. Alternate years: Spring 1977-78.

Phys. 269 Advanced Computer Science 2 hours

Study of any one of several other computer languages such as *Fortran*, as well as an introduction to machine language programming.

Phys. 300 Modern Physics 4 hours

A presentation, based on mathematical and physical reasoning, of the foundations of modern physics. Treats the subjects of special relativity, kinetic theory, atomic theory, and introductory quantum mechanics on the level of the Schroedinger equation. Aimed especially at chemistry, mathematics, physics, and pre-engineering majors. *Prerequisite:* Phys. 201-202 or permission of the chairman of the department. Alternate years: Fall 1976-77.

Phys. 301 Advanced Physics Lab I 2 hours

Offered concurrently with Phys. 300 to provide more experience with problem solving and to provide a laboratory experience where many of the landmark experiments carried out in the developing stages of modern physics can be repeated. The student may also conduct several computer simulated experiments. Alternate years: Fall 1976-77.

Phys. 303 Statistical Thermodynamics 4 hours

Study of macroscopic systems of many atoms or molecules which provides an introduction to the subjects of statistical mechanics, kinetic theory, thermodynamics, and heat. Material emphasizes concepts useful to those majoring in physics, chemistry, and pre-engineering. *Prerequisite:* At least a concurrent course in calculus. Alternate years: Spring 1977-78.



Phys. 305 Geometric Optics 2 hours

The study of light from a non-wave theory standpoint. This course includes the study of reflection, refraction, and optical instruments. It will be of interest to those students in physics, chemistry, and mathematics and students planning to attend optometry school.

Phys. 306 Physical Optics 2 hours

A continuation of Phys. 305, including wave theory of light. Topics covered in this course include interference, dispersion diffraction, polarization, and electro-magnetic nature of light. *Prerequisite:* Phys. 305. Alternate years: Spring 1976-77, second half of the semester.

Phys. 314 Introduction to Classical Quantum Mechanics 2 hours

Continuation of the study of classical quantum mechanics begun in Phys. 300. Topics include the three-dimensional Schroedinger equation, selection rules, addition of angular momentum, fine structure in hydrogen, exchange symmetry, the Zeeman effect, and stimulated emission. Material covered is especially helpful to physicists, chemists,

mathematicians, and engineers seeking advanced degrees. *Alternate years: Spring 1976-77, first half of the semester.*

Phys. 316 Selected Topics in Solid State and Nuclear Physics 2 hours

Continuation of the study of modern physics. Topics include molecular bonding and spectra, free-electron theory of metals, band theory of solids, superconductivity, nuclear shell model, radioactivity, nuclear reactions, and elementary particles. *Alternate years: Spring 1976-77, second half of the semester.*

Phys. 318 Advanced Physics Lab II 2 hours

Experiments concerning topics covered in Phys. 314 and 316 will be emphasized. *Alternate years: Spring 1976-77.*

Phys. 322 Spectroscopic Analysis 2 hours

Photography and analysis of spectra, including: study of flame and arc spectra; use of grating and prism spectrographs, comparator, densitometer and conversion technique; applications of spectral analysis. *Prerequisite: Permission of the chairman of the department.*

Phys. 477 Seminar in Physics 2 hours

Survey of physics for review and correlation of various fields within the discipline. *Prerequisite: Permission of the chairman of the department.*

Phys. 480 Methods and Materials in Teaching Physical and Life Sciences 4 hours

For course description see General Science 480. (May be taken for credit as Education 480).

Phys. 487-488 Independent Study 2 or 4 hours each

Phys. 490 Senior Project 2-6 hours

Research problems in theoretical or experimental physics. Experimental physics is offered in such areas as: vacuum systems, machine tool operation, electron systems, spectroscopy, electron microscopy, microwave propagation, nuclear radiation and computer science. Theoretical physics projects are unlimited in scope and are arranged through consultation with the student's faculty advisor.

Psychology

AIMS

To assist the student in gaining a basic knowledge of psychology as the science of human behavior; in developing social awareness and social adjustment through an understanding of the fundamental similarities and differences among people; in promoting both original and critical thinking; and in giving background preparation for professions which deal with individual and group behavior.

TWO PLANS OF CONCENTRATION

Two plans of concentration are offered — one leading to the Bachelor of Arts degree and the other to the Bachelor of Science degree.

The Bachelor of Arts plan is designed for the student who, while not wishing to pursue psychology in its professional scientific aspects, does wish to explore in some



depth those areas of psychology that are applicable to his or her future life as an intellectually rounded and responsible citizen. The program is particularly relevant to individuals who are interested in working in the mental health professions or counseling either as paraprofessionals or in fields such as psychiatric social work, school psychology, rehabilitation, or guidance counseling. This program is not intended for those planning to enter regular graduate programs in psychology.

The Bachelor of Science plan is for those students who are interested in the scientific aspects of psychology — particularly for those who are considering post-graduate work in psychology. The department, in good conscience, will not be able to recommend to Ph.D. programs in psychology any student who has not completed the requirements of this plan.

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE

The Bachelor of Arts degree requires a minimum of 24 hours in the department (including Psychology 100, 103, 399, and 477 or 478) plus a Senior Project. Depending upon the direction of the student's interests, the department sees as particularly useful and relevant courses in sociology, philosophy, child and adolescent development, biology, and the history of scientific thought.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE

The Bachelor of Science degree requires a minimum of 30 hours in the department, including Psychology 100, 103, 303, 311, 312, 399, and 477 or 478, as well as a Senior Project. Six hours are also required in natural science. Two of these must either be in physiological psychology (Psychology 335) or in biology courses stressing animal biology, physiology, or genetics. The remain-

ing four hours may be in similar biology courses, physics, or chemistry (including General Science 102).

Students planning on graduate school are also advised to take at least one course in calculus and to obtain some skills in programming and use of the computer. It should also be kept in mind that most graduate schools require Ph.D. candidates to show a reading knowledge of one or two foreign languages, usually French, German, or Spanish.

Psych. 100 or its equivalent is prerequisite to all other courses in the department unless specifically exempted in a course description

Psych. 100 General Psychology

4 hours

Introduction to the general field of psychology, including learning, motivation, sensation, perception, cognition, personality, abnormal behavior, testing, physiological psychology, and social psychology. This course follows a modified individualized-learning format wherein students may progress at their own rate, taking quizzes on the various sections of the course when ready. Grading is based on the number of sections mastered plus the number of points that the student has accumulated in course-related activities. Full-semester course. *Three class meetings and one required lab each week. Offered fall and spring semesters.*

Psych. 103 Quantitative Methods in Psychology

2 hours

Introduction to the basic problems and techniques of measurement in psychology together with basic statistical techniques used in psychological research. Highly recommended for those planning to take upper-division courses in psychology, and required of all majors. *Two lectures and two labs each week. Offered first half of spring semester.*

Psych. 155 Applied Psychology of Interpersonal and Group Processes

4 hours

An experiential approach to interpersonal processes and group functioning. It is hoped that students develop cognitive and personal skills that are useful to them in both areas. Full-semester course. *Two lectures and two labs each week. Offered spring semester.*

Psych. 180-189 Special Topics in Psychology

Seminars in this category take up special topics of mutual concern to staff and students.

Psych. 186 Psychology of Consciousness 2 hours

Consideration of the nature of human consciousness, concentrating upon both normal consciousness and altered states of consciousness resulting from dreams, hypnosis, biofeedback, drugs, and meditation. Emphasis is given to recent explorations concerning two major modes of consciousness: the intellectual and the intuitive. Does not fulfill distribution requirements in the physical and life sciences. Full semester course. *Two, one-hour meetings each week. Offered Fall 1976-77.*

Psych. 187 Evolution, Ethology, and the Nature of Man 2 hours

Examination and critique of the "nature of man" as it is currently portrayed in studies of man's evolutionary ancestry and contemporary relatives. The course will try to help students evaluate this literature for the light that it does and does not throw upon such topics as altruism, aggression, social and inter-individual bonding, reactions to population pressures, learning capacities, and communication in modern man. Does not fulfill distribution requirements in the physical and life sciences. *Prerequisite: Psych. 100. Offered Fall 1976-77.*

Psych. 275 Student Development in Higher Education 4 hours

(See Education 275). Does not fulfill distribution requirements in the physical and life sciences.

Psych. 303 Design and Analysis of Experiments 2 hours

Examines the basic logic of experiments, various types of research designs, and evaluates these designs in terms of their underlying utilities. *Prerequisite: Psych. 103. Two lectures and two labs each week. Offered second half of the spring semester.*

Psych. 311 Experimental Psychology I 4 hours

Encourages the student to become conversant with the basic factual and theoretical content of experimental psychology at an intermediate level, and to engage in experimental work in the areas of sensation, perception, and cognitive processes. Full-semester course. *Prerequisite: Psych. 303. Two lectures and two labs each week. Offered fall semester.*

Psych. 312 Experimental Psychology II 4 hours

Continuation of Psych. 311, covering the areas of learning, perceptual-motor skills, and motivation. Full-semester course. *Prerequisite: Psych. 303. Three lectures and one lab each week. Offered spring semester.*

Psych. 315 Modification of Behavior 2 hours

Course has two main aims: to help the student learn systematically to analyze behavior in terms of the S-R-Reinforcement principles as developed by men such as Skinner and Wolpe and to help the student develop skills in the application of these principles to the modification of behavior in practical situations. Examples of these latter arise in the areas of behavior disorder, child-rearing, the work situation, and habit change.

Psych. 324 Personality and Adjustment 4 hours

Covers major theories of personality and principles of personal adjustment and growth, including development, motivation, dynamics, problems in group living, and intellectual, emotional, and social adjustment. The course should be valuable to the potential doctor, nurse, social worker, child-care worker, teacher, or parent. Full semester course. *Three lectures and one lab each week. Offered fall semester.*

Psych. 325 Behavior Disorder and Treatment 4 hours

The development, dynamics, social significance, and theoretical implications of deviant behavior. While the traditional psychiatric diagnostic



categories are studied, there is strong emphasis upon alternative approaches to the medical model of abnormality. The concepts of normality and abnormality in relation to cultural norms and stereotypes are examined in depth. The course should prove particularly useful to students planning on a career in the helping professions. Full semester course. *Four lectures each week. Offered spring semester.*

Psych. 326 Experimental Social Psychology 4 hours

Aspects of social behavior and specific social issues are examined within the context of theory and experimental research. Topics include social factors in the development of morals; cooperation and competition; aggression; racial and social-class differences in personality, motivation, and language; attitudes and attitude change; authoritarianism and obedience; interpersonal and group processes (affiliation, attraction, perception, conformity, and leadership); and discussion of drug and sex issues. (May be taken for credit as Sociology 312). Full-semester course. *Four lectures each week. Prerequisite: Psych. 100 if course is to be counted as psychology. Soc. 100 and Psych. 100 if course is to be counted as sociology. Offered spring semester.*

Psych. 327 Seminar in Theories and Techniques of Psychotherapy and Counseling 4 hours

Provides the student with a basic knowledge of the varied theories and techniques used in professional psychotherapy and counseling. Both academic and experiential learning are included, which should be particularly useful to students interested in going on into one of the helping professions such as clinical psychology, psychiatry, social work, school psychology, counseling, or occupational therapy. *Prerequisites: Psych. 100 and 324 or 325 plus permission of the instructor. Offered spring semester.*

Psych. 333 Educational Psychology 2 hours

Study of the application of psychological principles to the field of education. Included are the areas of learning, transfer of training, individual differences, motivation, and behavior modification as they apply to education. Half-semester course. (May be taken for credit as Education 333). *Prerequisite: Four hours of general psychology. Offered fall semester.*

Psych. 335 Biological Bases of Behavior 2 hours

Examines the neural and biochemical substrates of the more important aspects of animal and human behavior. Half-semester course. *Three hours of lecture and one lab each week.*



Psych. 399 Junior Seminar 2 hours

Gives students a chance to engage in the thinking, discussion, and background reading necessary for intelligently selecting and planning a high quality senior project. *One, two-hour meeting each week.*

Psych. 415 Systematic Psychology 4 hours

Examination of the systematic positions and theories that have been important in the history of psychology, as well as a brief review of the philosophical bases underlying these positions. Full-semester course. *Four lectures each week.*

Psych. 477 Senior Seminar in General Psychology 2 hours

Designed to help students review the field of their major at an advanced level. This review should be useful as preparation for the comprehensive examination. It should also alert students to areas needing further study for the exam.

Psych. 480 Methods and Materials in Teaching Psychology 4 hours

Study of the methods and materials used in teaching psychology in the secondary school. The course has a systematic and experimental emphasis. (May be taken for credit as Education 480). *Prerequisite: 16 hours of psychology.*

Psych. 487-488 Independent Study 2 or 4 hours each

Psych. 490 Senior Project 2-8 hours

Religious Studies

AIMS

The department desires to continue the historic interest of the College in the intellectual, spiritual, and social development of the community. Students are encouraged to join in the exploration of thought and research in the field of religious studies. Biblical studies form the central core of departmental offerings. In addition, each student also examines the relationship between religion and culture (both ancient and modern). The personal integration of knowledge and faith for an understanding and appreciation of value systems is a conscious goal of the department.

The department's aims are future-oriented. Rather than teaching a particular point of view, the department seeks to assist the student in learning how to acquire, evaluate, and use religious knowledge. Each course is consciously designed to enhance the student's efforts to interrelate his or her varied academic, social, and personal experiences.

REQUIREMENTS FOR FIELD OF CONCENTRATION

A minimum of 24 hours (excluding Religious Studies 100) in the department, a Senior Project, and the successful completion of the Senior Comprehensive Examination constitute the stated requirements of the department.

The Comprehensive Examination in Religious Studies emphasizes Biblical studies, early Christianity, and contemporary religious thought and culture.

Students electing the field of religious studies are strongly urged to develop a proficiency in one or more foreign languages. They are also urged to spend at least one semester in study abroad.

R.S. 100 Judeo-Christian Heritage and Contemporary Living

4 hours

Study of the Judeo-Christian heritage with the aim of understanding how Biblical writers reflect on the basic human and social issues which continue to engage contemporary man. Study is done within a triple context: (1) the classical Biblical tradition, (2) the liberal arts tradition of Bethany College, and (3) contemporary questions. *Offered each semester.*

R.S. 300-309 Studies in the Old Testament

Courses in this area deal with special topics covering the history, literature, and theology related to the Old Testament.

R.S. 302 Wisdom Literature

2 hours

Critical and appreciative reading of the literature of the Old Testament wisdom school (Proverbs, Job, and Ecclesiastes). Students are assisted in class and by parallel contemporary readings to understand the ways in which the wisdom school sought to understand man, his meaning and destiny, his social relationships and responsibilities, and the meaning of history. *Offered Spring 1976-77, second half of the semester.*

R.S. 304 Message and Mission of the Prophets

2 hours

Critical and appreciative reading of selected writings of the classical prophets of ancient Israel (Amos, Hosea, Isaiah, Jeremiah, and Ezekiel). Students are assisted in developing an understanding of the major ideas of the prophets and the relationships of these ideas to the issues facing both ancient and modern men. *Offered Spring 1976-77, first half of the semester.*

R.S. 310-319 Studies in the New Testament

Courses in this area deal with special topics covering the history, literature, and theology related to the New Testament.

R.S. 312 The Pauline School

4 hours

The student will be assisted in developing an understanding of the Apostle Paul as a man, his thought, his place in early Christianity, the thoughts of his disciples, and his opponents (both among his contemporaries and his successors). *Prerequisites: R.S. 100 and permission of the instructor. Offered Spring 1976-77.*

R.S. 313 The Revelation of St. John

2 hours

The student will be assisted in developing a facility to understand the message of the Revelation of St. John and other apocalyptic materials. The class will read Jewish and early Christian apocalypses,

explore the history of apocalyptic imagery and literary relationships, seek to discover the backgrounds and the causes of the rise of the apocalyptic movement, and try to understand the continuing message of apocalyptic writers. *Offered Fall 1976-77, first half of the semester.*

R.S. 314 The Gospel of John 2 hours

The student will study in depth the Fourth Gospel as an important document in the History of Religions, as a special literary form and composite, as a witness to the historical Jesus, and as a continuing witness to faith and to the meaning of human existence. *Offered Fall 1976-77, second half of the semester.*

R.S. 315 Fictional Christ and the Historical Jesus 4 hours

(See English 406).

R.S. 320-329 Studies in Religion and Culture

Courses in this area deal with special topics concerning the relationship between religious faith and human culture.

R.S. 323 Social and Religious Movements 2 hours

(See Sociology 354).

R.S. 328 Cosmic Warfare 4 hours

(See English 400).

R.S. 329 Hawthorne and the Puritan Dilemma 2 hours

(See English 408).

R.S. 330-339 Studies in Contemporary Religious Thought

Courses in this area deal with special topics related to the intellectual formulation of religious faith.

R.S. 334 German Religions Thinkers 2 hours

Students in this course will read and discuss sections from the writings of 20th century German theologians. (May be taken for credit as German 334). *Prerequisite: German 200 or equivalent. Offered Spring 1976-77.*

R.S. 336 20th Century Protestant Thought 4 hours

The participants in this course will discuss the thought of Reinhold Niebuhr, Dietrich Bonhoeffer, and Paul Tillich. Themes will include the rediscovery of the authority of the Bible and its prophetic func-

tion in society (Bonhoeffer), the relationship between Christ and Culture (Tillich), and between Christ and Power Politics (Niebuhr). *Offered Fall 1976-77.*

R.S. 338 The Christian-Marxist Dialogue 2 hours

This course will consider the movement toward detente between two important forces in the contemporary world — Christianity and Communism. Particular attention will be paid to the points at which the teachings of Jesus and Marx coincide, to the struggle between the two systems, and to the conversations underway to effect a reconciliation. Students will focus on the role of Vatican Council II. *Offered Spring 1976-77, first half of semester.*

R.S. 340-349 Studies in Far Eastern Religions

Courses in this area deal with special topics relating to the history of religions in East Asia.

R.S. 350-359 Studies in Near Eastern Religions

Courses in this area deal with special topics relating to the history of religions in West Asia.

R.S. 351 Ancient Near Eastern Civilization 4 hours

Introduction to the historical development of life, culture, and religions of Mesopotamia, Egypt, and the Syro-Phoenician coast, including international religions, from pre-history to Alexander the Great. (May be taken for credit as History 351). *Offered Spring 1976-77.*

R.S. 354 The Dead Sea Scrolls and the Qumran Community 2 hours

Through a study of the Dead Sea Scrolls, the student will seek to understand the Qumran community. He will be aided in discovering the significance of these materials for Biblical studies. *Offered Spring 1976-77, first half of the semester.*

R.S. 360-369 Studies in American Religion

Courses in this area deal with special topics relating to American religious phenomena.

R.S. 362 American Judaism 2 hours

A descriptive study of contemporary American Judaism and its roots. The course emphasizes the life-cycle customs of Judaism. Jewish holidays are studied in the context of Jewish history. The course seeks to develop a broader understanding of the modern Jewish community in the United States and is supported by a grant from the Jewish Chautauqua Society. *Offered Spring 1976-77.*

**R.S. 364 Native American Religions**

2 hours

The student will explore the chief features of several native American religions (i.e., religions of American Indians), seeking to ascertain what those cultures may say to a Christian culture which occupies the same terrain. The course includes a wilderness weekend and several field trips. *Offered Spring 1976-77, second half of the semester.*

R.S. 370-379 Studies in the History of Christianity

Courses in this area deal with special topics relating to the historical developments of Christianity.

R.S. 373 History of Early Christianity

4 hours

Introduction to the origins and expansion of Christianity, covering the period from Augustus Caesar to Constantine. The problems of institutions, consolidation, varieties, divisions, and unification will be explored in historical context. *Offered Fall 1976-77.*

R.S. 380-389 Practical Studies in Religion

Courses in this area deal with special topics involving the practical application of religion to life.

R.S. 380 Introduction to Peace Studies

4 hours

Exploration of various aspects of the new academic field of peace studies. In this survey course students study both the conflict resolution and the world order approaches to peace studies. *Offered Spring 1976-77.*

R.S. 487-488 Independent Study 2 or 4 hours each**R.S. 490 Senior Project**

2-8 hours

Social Sciences

Social Sciences is a grouping of courses only. It is not a separate department. Students who participate in such programs as the American University Washington Semester and other similar off-campus programs may receive credit in this area.

Soc. Sci. 302 World Geography

2 hours

Study of the physical, social, and political geographic factors of the world. Recent changes in Europe, Asia, and Africa are discussed.

Soc. Sci. 310 Spanish American Civilization

2 hours

(See Spanish 310).

Soc. Sci. 311 Spanish Civilization

4 hours

(See Spanish 311).

Soc. Sci. 312 German Civilization

4 hours

(See German 312).

Soc. Sci. 313 French Civilization

4 hours

(See French 313).

Soc. Sci. 320 Cultural Backgrounds of British Literature

4 hours

Survey of British history from the Celtic times to the present. Major political developments such as the development of parliamentary government and the constitution are taken into account, but major emphasis is placed on extra-political matters such as the development of the English language, music, art, architecture, drama, the English church, education, and domestic life. The aim is to show how these developments are related to English literature, and every effort is made to take advantage of the locale to visit museums, castles, cathedrals, universities, Parliament, theatres, and concert halls. Taught in Oxford, England, with enrollment limited to 15 students.

Soc. Sci. 480 Methods and Materials in Teaching Social Studies

2 hours

Nature, objectives, and curricula of social studies in junior and senior high schools. Concept and methods of approach are emphasized. Methods, techniques, teaching aids, resource units, lesson plans, evaluation, and teaching reading and study skills. (May be taken for credit as Education 480).

Sociology

AIMS

To acquaint students with basic sociological theories and empirical research techniques so that they might critically evaluate both popular and scholarly statements on current social issues which they encounter in daily life, and to prepare students for graduate study in sociology, social work, or to enter professions in community action, public service, secondary school teaching, nursing, and other fields which require knowledge of the social composition and behavior patterns of the persons with whom they deal.

REQUIREMENTS FOR FIELD OF CONCENTRATION

A minimum of 32 hours (including Sociology 100) plus a Senior Project. The student is expected to answer questions in theory, research methods, formal organizations, social change, social stratification, deviance and social control, and socialization when sitting for comprehensive examinations. Although the following courses are not required, they cover the major material and are ordinarily considered a sequel to Sociology 100: Sociology 200, 208, 209, 309, 310, 353, 361, and 362. It is suggested that Sociology 200 and 208 be taken in the fall of the sophomore or junior year, and Sociology 209 the following semester.

Soc. 100 Sociological Perspectives

4 hours

Introduction of basic concepts and methods in sociology as instruments for the assimilation and evaluation of day-to-day experiences and as perspectives from which students may expand their interests and awareness in other areas of study. *Offered fall and spring semesters.*

Soc. 160 Cultural Anthropology

4 hours

General survey of cultural systems with emphasis upon problems of cultural relativity and cultural universals. The relation of culture to ecology, the social system, and culture diffusion is studied to discover the sources of culture variability. *Offered Fall 1976-77.*

Soc. 161 North American Indians

4 hours

Survey of selected North American Indian cultures with emphasis on the effect of subsistence requirements, social organization, beliefs, practices, and technology. Survey includes representatives of hunting and agricultural peoples from the arctic to the Pueblos of the southwest and the woodland Indians of the northeast. *Offered Fall 1976-77.*

Soc. 162 Archeological Methods and Theory

4 hours

Introduction to excavation techniques, the nature of archeological evidence, and the processes of inference and deduction by which recovered material is dated, identified, and used to reconstruct cultures of the historic and prehistoric past. Where possible, practical projects and field trips provide firsthand experiences with the issues of contemporary archeology. *Offered Spring 1976-77.*



Soc. 169 Introduction to Computer Science 2 hours

Introduction to computer programming and computer design. Emphasis is placed upon utilization of the computer in solving problems encountered in sociology.

Soc. 200 Sociological Theory 4 hours

Introduction to social thought with primary emphasis upon the principal theorists from the 19th century to the present. *Offered Fall 1976-77.*

Soc. 208 Research Methods and Statistics I 4 hours

Introduction to the ways research methods permit informed inferences from social data for meeting everyday problems. Covers elementary quantitative research design, such as hypothesis formation and operationalization, factors in accepting or rejecting null hypotheses, and problems of sampling. *Prerequisite: Soc. 100 or permission of the instructor. Offered Fall 1976-77.*

Soc. 209 Research Methods and Statistics II 4 hours

Designed to continue beyond Soc. 208. Includes linear correlations and measures of the ways multiple independent variables can share an effect upon a given dependent variable. Qualitative analysis, content analysis, unobtrusive measures, and research ethics are also discussed. *Prerequisite: Soc. 208. Offered Spring 1976-77.*

Soc. 210 Science, Technology, and Society 4 hours

(See General Science 210).

Soc. 250 Contemporary Social Work 2 hours

Explores contemporary theories of social work and discusses service possibilities in the U.S. *Offered Spring 1977-78.*

Soc. 251 Sociology in the Helping Occupations 2 hours

Designed as a sequel to Soc. 250. Discusses applications of sociological theory for persons with an undergraduate major in sociology who are considering other fields than social work or graduate education and teaching. *Offered Spring 1977-78.*

Soc. 252 Sociology of Aging 4 hours

An analysis of the particular problems faced by the elderly in our society, such as changing social identity, forced leisure, physical decline, loss of spouse, loneliness, and approach of death. The course will include a survey of programs offered by human services agencies designed to cope with problems and explore new opportunities for fulfillment in aging. *Offered Spring 1976-77.*

Soc. 306 Sociology of Education 4 hours

Education as a social institution and as a process. Examination of formal and informal systems of education, their relationship to the larger society, and to the persons interacting within the systems. (May be taken for credit as Education 210). *Offered Spring 1977-78.*

Soc. 309 Formal Organizations 4 hours

Analysis of commercial, industrial, and voluntary organizations and public administration bureaucracies. Attention will be given to problems of morale, sub-group conflict and cooperation, and the effect of social environments on organizational structure. *Offered Spring 1976-77.*

Soc. 310 Social Change 4 hours

Several theories on the conditions and processes of social change are studied, using data from both the developing third world and industrialized nations. While primary emphasis is on change in social structures, culture change is included. *Offered Spring 1976-77.*

Soc. 312 Experimental Social Psychology 4 hours

(See Psychology 326).

Soc. 351 Sex Roles in Society 4 hours

Survey of changing roles of women and men in business, industry, political activity, and the family. Sources and forms of change and resistance to such change will be analyzed, as well as the consequences of new sex-role definitions for Western society. *Offered Spring 1976-77.*

Soc. 353 Social Stratification 4 hours

Introduction to the problems of analysis of stratification. Forms of stratification, such as class, prestige, and power; theoretical perspectives on the causes; and problems of measurement of strata-related behavior and social mobility are also covered. *Offered Fall 1976-77.*

Soc. 354 Social and Religious Movements 4 hours

An analysis of the social processes exemplified in such collective behavior as women's liberation, organized energy conservation activities, clean air and natural resource protection. Also to be considered will be religious movements such as the Jesus Movement, Krishna Movement, Rev. Moon, and the revival of Pentacostalism. Emphasis will be placed on the development of ideological justification and its effect on the recruitment of support and impact on society. (May be taken for credit as Religious Studies 323). *Offered Spring 1976-77.*

Soc. 355 Sociology of Knowledge

2 hours

Examines the sociocultural influences on epistemology, with emphasis on the effect of one's position in the social structure upon his or her concepts of reality. Also deals with causes and methods of redefinition of reality for propaganda and public relations purposes, and the limitation of access to information as performed by power groups in their self-interest. (May be taken for credit as Philosophy 355, Religious Studies 326, or Communications 355). *Offered Spring 1977-78, first half of the semester.*

Soc. 356 Sociology of Religion

2 hours

Formal religion and its functional equivalents both in primitive and modern societies are considered. The writings of Emile Durkheim, Max Weber, Karl Marx, and modern writers are considered and analyzed. (May be taken for credit as Religious Studies 322). *Offered Spring 1977-78, second half of the semester.*

Soc. 360 Youth and Social Change

4 hours

Study of the relationships between the position of youth and the emergence of youth cultures and movements, especially in contemporary societies. *Offered Fall 1977-78.*

Soc. 361 Deviance and Social Control

2 hours

Survey of sociological perspectives focusing on problems of delinquency but applicable to areas of adult crime, mental illness, and sexual deviance. *Offered Fall 1976-77, second half of the semester.*

Soc. 362 Socialization

2 hours

Study of socialization as a process whereby the individual becomes a functioning member of his or her individual group. Processes of secondary socialization and resocialization of adults are also considered. Primary focus is on western society although cross-cultural analysis is included. *Offered Fall 1976-77, first half of the semester.*

Soc. 363 Community Analysis

4 hours

Techniques for analyzing the economic, political, integrative, and cultural institutions and social structure of a given community. Attention is paid to ecological and demographic factors determining the cohesiveness and internal-external relations of community members, such as transportation arteries, and natural and cultural boundaries. *Not offered 1976-77.*

Soc. 365 Introduction to Peace Studies

4 hours

(See Religious Studies 380).

**Soc. 366 The Contemporary City**

2 hours

Urbanization as a social process. The significance of cities in social life and problems peculiar to urban settings. *Offered Fall 1976-77, first half of the semester.*

Soc. 367 Minority and Ethnic Relations

2 hours

Impact of cultural and ethnic minorities in contemporary society, especially in the U.S. *Offered Fall 1976-77, second half of the semester.*

Soc. 470 Field Work in Sociology

2 hours

Available to students who are sufficiently advanced in their theoretical and methodological studies to do empirical analysis through participant observation. *Prerequisite: Permission of the chairman of the department.*

Soc. 477-478 Independent Study

2 or 4 hours

Studies may be planned as extensions of, or separate from, existing departmental offerings.

Soc. 490 Senior Project and Seminar

2-8 hours

For students approaching completion of their majors and projects. Designed to help students evaluate their activities in sociology and to integrate their educational experiences. Led as a joint staff endeavor fall and spring semesters.

Theatre

AIMS

To provide students with a working knowledge of the major theatre techniques: acting, directing, production design, and oral interpretation; to acquaint students with the development of dramatic literature and the history of theatre; and to prepare students for graduate work in theatre, for work in professional or community theatre, or for the teaching of the dramatic arts.

REQUIREMENTS FOR FIELD OF CONCENTRATION

Each student is required to complete a minimum of 34 hours in the Theatre Department, exclusive of the Senior Project. The following courses are required: Theatre 145, 151, 152, 154, 202, 221, 270, 275, 276, 330, 410-419 (any two-hour course in which dramatic literature is emphasized), and 477. It is recommended that students also take courses from among the following: English Department courses concentrating on dramatic literature; speech, oral interpretation, and radio-television courses; art and music courses; Philosophy 368; and other courses in the Theatre Department.

For those desiring to be certified to teach theatre in secondary schools, a major in English with a specialty in theatre is mandatory. English 480 is required for certification. (See also the English Department for the possibility of theatre specialization under Requirements 1 and 2 for field of concentration).

Th. 145 Introduction to Dramatic Literature 4 hours

Study of the development of drama and film as a form of literature, with emphasis upon how to read plays and film scripts and how to attend performances of these scripts when put to practice. (May be taken for credit as English 145). *Offered Fall 1976-77.*

Th. 151 Fundamentals of Set Construction 2 hours

Offered each half of both semesters.

Th. 152 Fundamentals of Theatre Lighting 2 hours

Offered each half of both semesters.

Th. 153 Fundamentals of Costume Design and Construction 2 hours

Offered each half of both semesters.

Th. 154 Fundamentals of Stage Make-Up 2 hours

Offered each half of both semesters.

Th. 202 Imaginative Writing 2 hours

(See English 214).

Th. 203 Interpersonal Communication: Speech 4 hours

(See Communications 203).

Th. 205 Advanced Interpersonal Communication: Speech 2 hours

(See Communications 205).

Th. 220 Beginning Acting 2 hours

Movement, various styles, improvisations, projections of character, and speech technique. *Offered Fall 1976-77.*

Th. 221 Beginning Acting 4 hours

An extension of Th. 220 through appearance in a major role or by public performance of a 20-minute planned and rehearsed program that demonstrates skills acquired in improvisation and body and voice techniques. *Offered Fall 1976-77.*

Th. 222 Advanced Acting 2 hours

Scene study as a unit of theatrical form. Scenes from various periods to be directed and performed. Focus on interaction between characters.

Prerequisite: Th. 220 or 221. Offered Spring 1976-77.

Th. 223 Advanced Acting 4 hours

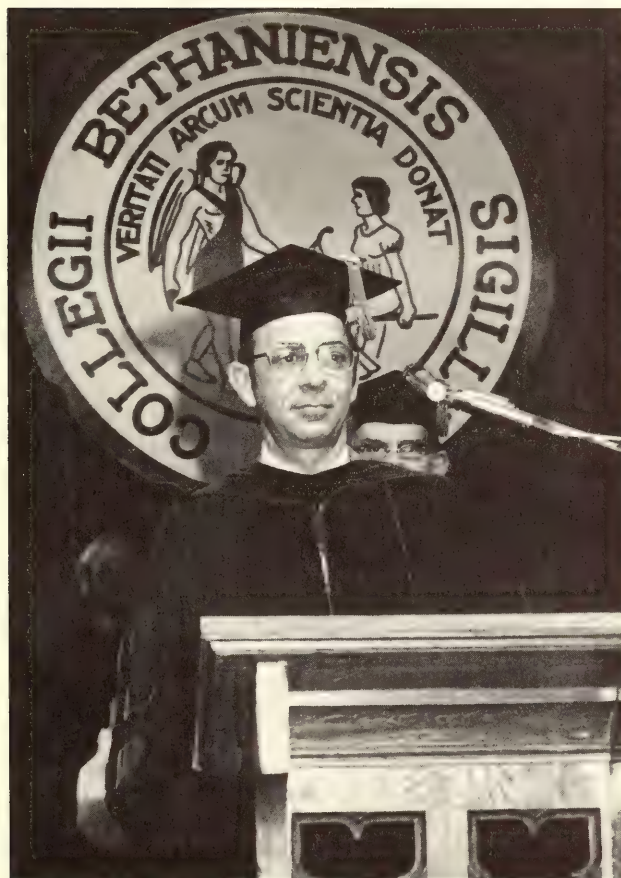
An extension of Th. 222 through written analyses of four major characters from four periods or styles. *Offered Spring 1976-77.*

- Th. 270 Shakespeare** 4 hours
(See English 270).
- Th. 275 Classical and Medieval Theatre** 4 hours
Study of the development of dramatic literature and theatre in Ancient Greece and Rome and in Medieval Europe. Emphasis is placed as much upon the reading of dramas as upon the study of stage craft. (May be taken for credit as English 275). *Offered Fall 1977-78.*
- Th. 276 Renaissance, Neo-Classic, and Romantic Theatre** 4 hours
Study of the development of dramatic literature and theatre in Europe from 1550 to 1850. Emphasis is placed as much upon the reading of dramas as upon the study of stage craft. (May be taken for credit as English 276.) *Offered Spring 1977-78.*
- Th. 277 Modern Theatre** 4 hours
Study of the development of dramatic literature and theatre from 1850 to the present. Emphasis is placed as much upon the reading of dramas as upon the study of stage craft. (May be taken for credit as English 277). *Offered Fall 1976-77.*
- Th. 330 Beginning Direction** 2 hours
Fundamentals of staging: blocking, movement, stage business, tempo, script analyses, casting, and rehearsal planning. *Prerequisite: Th. 220 or 221. Offered Fall 1976-77.*
- Th. 331 Beginning Direction** 4 hours
An extension of Th. 330 by the preparation of a prompt book for a one-act play to be directed for public performance. *Offered Fall 1976-77.*
- Th. 332 Advanced Direction** 4 hours
The direction of specific scenes from various periods of theatre. *Prerequisite: Th. 330 or 331. Offered Fall 1976-77.*
- Th. 380 Cable TV: Production Techniques** 2 hours
(See Communications 380).
- Th. 411 British Drama** 4 hours
(See English 411).
- Th. 414 Theatre of the Absurd** 2 hours
(See English 414).
- Th. 415 Comedy of the Restoration and 18th Century** 2 hours
(See English 415).
- Th. 416 The Lyric Stage** 4 hours
(See Fine Arts 416).
- Th. 477 Senior Seminar** 2 hours
Reading, criticism, and research designed to review and correlate a student's work in the Theatre Department. *Prerequisite: All required courses in the departments and at least one advanced seminar. Offered Spring 1976-77.*
- The comprehensive examination is based upon three parts: (1) a jury of drama specialization, (2) a written comprehensive, and (3) an oral examination. (Undergraduate Record Examination in English will be recommended for those who have taken a majority of the Eng. 300 courses. Undergraduate Record Examination will be required for those who have concentrated upon theatre).
- Th. 480 Methods of Teaching English and Theatre** 2 hours
Study of methods and materials used in teaching English and theatre. The teaching of high school composition and literature. Literary analysis, systems of grammar, and reading improvement. (May be taken for credit as Education 480). *Offered Spring 1976-77.*
- Th. 487-488 Independent Study** 2 or 4 hours each
Individual study in any area of theatre or English in which the student is qualified to work independently. Independent study is offered only in areas not included in other courses in the English and Theatre Departments. *Prerequisites: Demonstrated proficiency in expository writing, adequate preparation to undertake the study as determined by the instructor, and permission of the chairman of the department.*
- Th. 490 Senior Project** 2 or 4 hours
During the junior year each theatre major must present for the approval of the department a prospectus for a major project in acting, directing, production design, or the history of theatre. During the senior year the theatre major must successfully complete this project and defend it in oral and/or written form. Acceptable projects include the creation of a major role in a play or the selection and execution of a one-man show; the direction of a full-length play; the design and/or the execution of the lighting, settings, or costumes for a full-length play; or a study of a specific aspect of theatre history. *Open only to senior theatre majors.*

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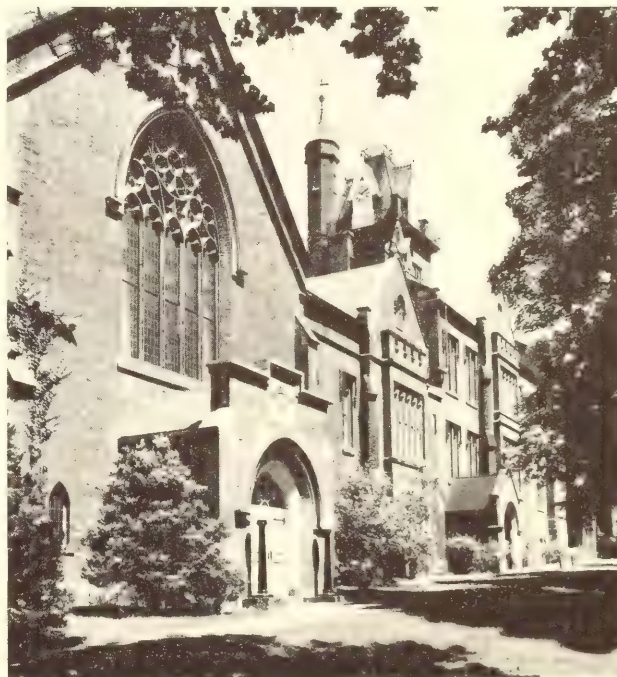
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 B.A., Washinton University; B.D., M.A., Ph.D., Yale University; Basel University; McGill University; University of Tübingen.

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 University of Dijon; B.A., Bethany College; M.A., and Prof. Dipl., Columbia University; University of Pittsburgh; University of London; University of Pennsylvania; LL.D., Bethany College; LL.D., College of Steubenville; LL.D., Drury College.

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 B.A., West Virginia Wesleyan College; M.A., Ohio State University; University of Michigan.

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 B.A., Rollins College; M.A., Ph.D., University of North Carolina; American Academy in Rome; Royal University, Perugia, Italy.

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 B.A., Brown University; M.A., Columbia University; M.Litt., Ph.D., University of Pittsburgh; University of Frankfurt am Main; Yale University; University of Paris.



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B.S., Alma White College; M.S., New York University; Rutgers University; Columbia University; University of Pittsburgh.

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B.A., Wellesley College; M.A., Pennsylvania State University; Middlebury College; Columbia University; Colorado College; University of Besancon; University of San Luis Potosi.

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B.A., Muskingum College; M.Ed., University of Pittsburgh; University of Wisconsin; New York University; University of Wyoming; University of Southern California; University of Michigan.

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B.A., University of North Dakota; M.A., Columbia University.

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B.A., B.D., Texas Christian University; LL.D., Texas Christian University; Litt.D., Culver Stockton College; L.H.D., Chapman College; Ed.D., Transylvania University; University of Chicago; Columbia University; Litt.D., University of Cincinnati; Ed.D., Findlay College; Ped.D., Youngstown University; D.B.A., Lawrence Institute of Technology; H.H.D., Bethany College.

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B.A., Butler College; M.A., Yale University; Ph.D., Harvard University; Litt.D., Marietta College; University of Breslau.

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B.S., United States Military Academy; M.A., University of Maryland; Catholic University; Laval University.

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B.A., M.A., Indiana University.

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JOHN R. TAYLOR, *Professor of English and Chairman of the Department of Fine Arts.* (1955).

B.A., Bethany College; M.A., Princeton University; University of Akron; University of Kansas; University of Birmingham, England; University of Edinburgh; Oxford University.

JAMES W. CARTY, JR., *Professor of Communications and Chairman of the Department.* (1959).

B.A., Culver-Stockton; B.D., University of Chicago; M.S., Northwestern University; University of Oklahoma; George Peabody College; Scaritt College; Saltillo (Mexico) State Teachers College; Diploma from National University of Nicaragua; Diploma from University of San Carlos; Ohio University; University of Denver; Universidad Iberoamericana.

CHARLES E. HALT, *Professor of Economics.* (1969).

B.S., Slippery Rock State College; M.Ed., Pennsylvania State University; Ph.D., Syracuse University; University of Pittsburgh.

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B.A., Princeton University; Ph.D., University of California.

BURTON B. THURSTON, *Professor of Middle Eastern Studies.* (1970).

B.Th., Northwest Christian College; B.A., Transylvania University; B.D., Butler School of Religion; M.A., Butler University; Th.D., Harvard University; University of Chicago; New York University; University of Tübingen.

Associate Professors

WILLIAM L. YOUNG, *Associate Professor of History and Political Science and Chairman of the Department.* (1950).

B.A., Bethany College; M.A., Ohio State University; Columbia University.

RICHARD B. KENNEY, *Associate Professor of Religious Studies and Chairman of the Department.* (1964).

B.A., Washington University; B.D., M.A., Ph.D., Yale University; Basel University; McGill University; University of Tübingen.

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B.S., M.S., New York State University, Albany; Ph.D., Rutgers University; Albany Medical College.

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B.A., Bethany College; B.D., Texas Christian University; Ph.D., Ohio State University.

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B.A., B.D., Phillips University; M.A., Ph.D., Yale University; Johnson Bible College.

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B.A., Bethany College; M.A., Columbia University; Ed.D., Columbia University; University of Nebraska; Oxford University.

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B.A., Denison University; M.A., Western Reserve; University of Mexico; West Virginia University; Exeter College; Oxford University.

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Ph.D., Marburg University; Yale University.

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B.A., Marietta College; LL.B., Ohio State; LL.D., Defiance College; LL.D., Ohio University; LL.D., Miami University (Ohio); LL.D., College of Steubenville; LL.D., West Virginia University; LH.D., Marietta College; LL.D., Heidelberg College; LL.D., Wilberforce University.

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CURRICULUM

Mr. Peirce, *Chairman*; Mr. J.D. Davis, Mr. Draper, Mr. Engstrom, Mr. Kenney, Mr. Kurey, Mr. Lester, Mr. Mitch, Miss Slade. *Student members*: Patricia Phillips, Howard Verbofsky.

FACULTY BUDGET

Mr. J.D. Davis, Mr. Peirce, Mr. Taylor, Mr. Thurston.

FACULTY DEVELOPMENT

Miss Slade, *Chairman*; Mr. Brown, Mrs. Cayard, Mr. Grimes, Mr. R. Kirkpatrick, Mr. Lester.

FACULTY PERSONNEL

Mr. Mitch, *Chairman*; Mr. Cooley, Mr. Draper, Mr. Hauptfuehrer, Mr. Myers.

FACULTY WELFARE

Mr. J.D. Davis, Mr. Liden, Miss McGuffie, Mr. Myers, Mr. Palmer, Mr. Smith.

GANS AWARD

Mr. Peirce, *Chairman*; Mr. Buckelew, Mr. Hudnall, Mr. Stebbins.

HONORS

Mr. Myers, *Chairman*; Mr. Carty, Mr. Draper, Mr. Kenney, Mr. Sandercox, Mr. Taylor, Mr. Thurston.

INTERDISCIPLINARY STUDIES

Mr. Grimes, *Chairman*; Mr. Becker, Mr. Avery, Mr. Lee, Mr. Liden, Mr. Thompson, Mr. Thurston.



INTERNATIONAL EDUCATION

Mrs. Cayard, *Chairperson*; Mr. Thurston, *Vice Chairman*; Mr. Avery, Mr. Cunningham, Mr. Garcia, Mr. Lozier, Miss Nelson. *Student members*: Eric Erickson, Patricia Phelps.

JANUARY TERM

Mr. Mitch, *Chairman*; Mr. DeLucia, Mr. Kurey, Mr. Lancaster, Mr. Lester, Mr. O'Leary, Mr. Palmer.

LIBRARY

Mr. Hagopian, *Chairman*; Mr. Buckelew, Mr. Frye, Mr. Garcia, Miss Ivy, Mr. R. Kirkpatrick, Miss McGuffie, Mr. Williamson. *Student members*: Denise Schindehette, Amy Yohn.

ORIENTATION

Mr. Cunningham, *Chairman*; Mr. Allen, Mr. Lester, Mr. Riley, Mr. Thompson, Mr. Williamson. *Student members*: Sharon Chambers, Kim D'Angelo.

PRACTICUMS

Mr. Thompson, *Chairman*; Mr. Atkins, Mrs. Ault, Mr. J.U. Davis, Mr. Engstrom, Mr. Frye, Mr. Grimes, Mr. Palmer, Mr. Witham. *Student members*: Marc Chernenko, Linda Stansbery, Victoria Tolley.

PRE-LAW ADVISEMENT

Mr. Engstrom, *Chairman*; Mr. Lozier, Miss McGuffie, Mr. Young.

RELIGIOUS LIFE

Mr. Sandercox, *Chairman*; Mr. Allen, Fr. Dibacco, Miss Ivy, Mr. Jones, Mr. McCoy, Rabbi Sherman. *Student member*: Marc Runyon.

SCHEDULE AND CALENDAR

Mr. Kurey, *Chairman*; Mr. Brown, Mr. J.D. Davis, Mr. R. Kirkpatrick, Miss Nicholson, Mr. Sherwood, Mr. Young. *Student members*: Douglas Pfendler, Mark Schmidt.

SCHOLARSHIP AND FINANCIAL AID

Mr. Sandercox, *Chairman*; Mr. Atkins, Mr. Ault, Mr. Bunnell, Mr. DeVaul, Mr. Graham, Mr. Riley.

TEACHER EDUCATION ADVISORY AND REVIEW

Miss Nelson, *Chairman*; Mr. Brown, Mr. R. Kirkpatrick, Mr. Kornowski, Miss Slade. *Student members*: Wendy Cole, Marc Skoda.

TESTING

John Cunningham, *Chairman*; Mr. Cooley, Mr. Kurey, Mr. Lee, Mr. Peirce. *Student members*: Kirk Collins, William Knapp.

1975-76 STUDENT BODY

THOMAS S. ABRAMS
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BETHANY COLLEGE BULLETIN

Bethany, West Virginia 26032

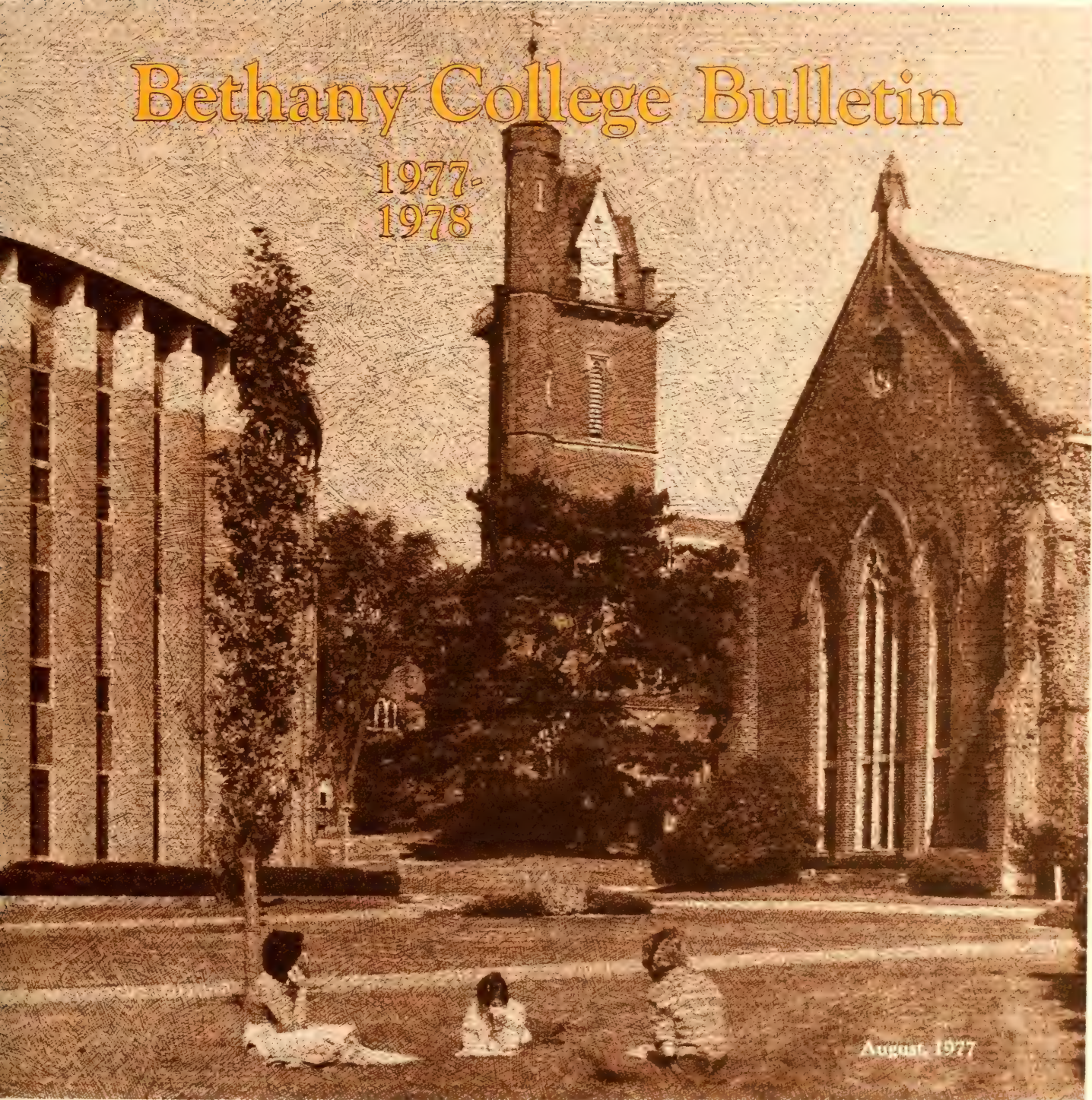
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Bethany College Bulletin

1977-
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August, 1977

NOTICE OF NONDISCRIMINATORY POLICY

Bethany College admits students of any race, color, sex, religion, and national or ethnic origin to all of the rights, privileges, programs, and activities generally accorded or made available to students at the school. Bethany does not discriminate on the basis of race, color, sex, religion, and national or ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, athletic activities, or other school-administered programs.

BETHANY

COLLEGE BULLETIN

1977-1978

BETHANY COLLEGE BULLETIN

Vol. LXX

August 1977

No. 3

Second class postage paid at Bethany, West Virginia, 26032. Published five times a year, February, April, July, August and October, by Bethany College, Bethany, West Virginia.

College Calendar 1977-78

FIRST SEMESTER

August

28-29 Sun.-Mon.	Orientation and evaluation for new students
30 Tues.	Registration and Diagnostic Writing Test for all new students
31 Wed.	Classes begin for all students

September

6 Tues.	Last day for re-adjustment of schedules without academic and financial penalty; last day to add a course. Formal Convocation
8 Thurs.	Last day for credit/no-credit
13 Tues.	Homecoming
24 Sat.	

October

20 Thurs.	Final exam night for first-half semester courses
21 Fri.	Last day of classes for first-half of semester
25 Tues.	Mid-term grades due on or before this date
29 Sat.	Parents' Day

November

12 Sat.	Board of Trustees' meeting
14-22 Mon.-Tues.	Registration for second semester
22 Tues., 4 p.m.	Thanksgiving vacation begins
28 Mon., 8 a.m.	Thanksgiving vacation ends

December

16 Fri.	Last day of first semester classes
17-21 Sat.-Wed.	Final exam period
28 Wed.	Final grades due on or before this date

January

3-27 Tues.-Fri.	January Term classes
25-26 Wed.-Thurs.	Senior Comprehensive Exams (written)
30 Mon.	Faculty meeting
31 Tues.	Registration and Diagnostic Writing Test for all new students

SECOND SEMESTER

February

1 Wed.	Classes begin for all students
7 Tues.	Last day for re-adjustment of schedules without academic and financial penalty; last day to add a course. Formal Convocation
9 Thurs.	Last day for credit/no-credit
14 Tues.	

March

2 Thurs.	Founders' Day
23 Thurs.	Final exam night for first-half semester courses
24 Fri.	Last day of classes for first-half semester
24 Fri., 4 p.m.	Spring vacation begins
28 Tues.	Mid-term grades due on or before this date

April

3 Mon., 8 a.m.	Spring vacation ends
6 Thurs. 10 a.m. to noon	Writing Qualification Tests
13 Thurs.	Honors Day
24-28 Mon.-Fri.	Registration for first semester 1978-79

May

6 Sat., 8 a.m.	Reading period begins for seniors
8 Mon.	Grades due for seniors taking comps
12-14 Fri.-Sun.	Spring Festival and Parents' Weekend
15-16 Mon.-Tues.	Senior Comprehensive Exams (written)
17-20 Wed.-Sat.	Senior Comprehensive Exams (oral)
18 Thurs.	Grades due for seniors taking comps in January
20 Sat.	Alumni Day
23 Tues.	Last day of second semester
24-26 Wed.-Fri.	Final exam period
25 Thurs., 1 p.m.	Final faculty meeting
26 Fri.	Board of Trustees' meeting
26 Fri., 8 p.m.	Baccalaureate
27 Sat., 10 a.m.	Commencement
30 Tues.	Final grades due on or before this date

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BETHANY



A STUDENT'S CHOICE



Bethany.

A college and a community.



Bethany.
A Cosmopolitan Center of learning and a
tree-lined country town.





Bethany.

A college and a community interacting — making it a very special place to live and to learn.

Located in the rolling foothills of the Allegheny Mountains, Bethany offers all of the scenic beauty that is to be found anywhere.

You notice it immediately. More trees than people. More wilderness than reinforced concrete. More trails than highways. More hills than buildings.



If ever there was a place to go camping or hiking, it is Bethany. The campus sits amidst 1,600 acres of college-owned West Virginia timberland.

About 300 acres are developed. Academic buildings, residence halls, administrative offices, recreational facilities — all of the things that make a college.

The surrounding 1,300 acres remain much as they were when Bethany was founded in 1840. Green. Vibrant. Only nature has changed them.

Bethany is a melting pot for students and faculty coming from 30 states and 15 foreign countries. They bring excitement and sophistication to a picturesque small town.





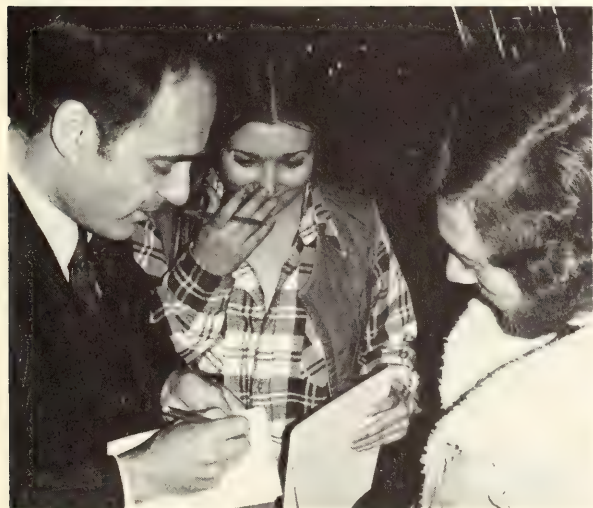
The intimate relationship of Bethany, the town, and Bethany, the college, allows for an easy interaction of students and faculty. Often what's started in the classroom is finished outside it. Insight often comes in that informal, after-class meeting between professor and student that is so much a part of a Bethany education. Faculty homes, fraternity and sorority houses, dorm lounges, a local pub — these too are Bethany classrooms.





Life at Bethany means first-hand acquaintance with many of the famous personalities of our time. Senator Robert C. Byrd, Julian Bond, Jack Anderson, Art Buchwald, John Kenneth Galbraith, Allen Ginsberg, and Roger Mudd were here recently. Before them were Ralph Nader, Dick Gregory, George McGovern, Nelson Rockefeller, Lyndon Johnson, John F. Kennedy, and many more.

Entertainment is first-rate: The Pittsburgh Symphony Chamber Orchestra, Jose Feliciano, Kool and the Gang, the Pittsburgh Ballet, Eagles, Jose Greco, Charlie Daniels Band, Harry Chapin, Stan Kenton and His Orchestra, North Carolina Dance Theatre, Jesse Colin Young, David Steinberg, Billy Joel, John Sebastian, Barry Manilow, and many more.



Eight to ten student dramas, involving nearly a third of the campus community every year, are performed in Bethany's modern Wailes Theatre. The glee club, choir, band, and special student jazz and chamber music groups offer numerous concerts.

At Bethany there really is the opportunity for a chemist to act in a play, for a writer to play intercollegiate soccer, for an artist to work with computers, for a sociologist to live on a farm, for a psychologist to tour with the choir, for a philosopher to edit the campus literary magazine.



Your academic program at Bethany will be far different from that of your friends at other colleges. A new curriculum for the decade of the seventies insures this. If you choose, you'll be given the opportunity to develop your own academic program. You'll find that much of your work demands involvement with the non-academic world and with cultures other than your own.

Bethany's special January term — a free month between semesters — allows for fascinating travel and work-study courses. Each January several student groups, under the guidance of one or two faculty members, spend three to four weeks in such countries as England, India, Spain, and France, examining another culture first-hand.

For others January has meant working in counseling centers, welfare agencies, law offices, hospitals, churches, community centers, courthouses, and minority opportunity programs, to name a few.



Located 40 miles southwest of Pittsburgh, Bethany is just an hour away from the nation's third largest corporate business headquarters. Many Bethany students have taken advantage of the opportunity to intern full-time for a month with such firms as U.S. Steel and PPG Industries and with such worldwide advertising and public relations firms as Marsteller, Inc., and Ketchum, McLeod and Grove.



Pittsburgh is also a readily available entertainment center, with such attractions as the Heinz Hall for the Performing Arts, Three Rivers Stadium for professional sporting events, and Syria Mosque for top-name musical groups.

Famous Oglebay Park, just 12 miles south of Bethany, is a complete recreational center — golf courses, tennis courts, ski slopes, riding stables, museums, nature trails, boating facilities, and more. The nearby Towngate Theatre offers some of the finest drama in the area.

And Bethany has it all — first-run movies, drama, outstanding guest speakers, in-depth conferences on current issues, sports facilities, well-equipped learning and research centers, and, most importantly, a top-notch faculty — many who are experts in their field.



It's a very special way of life at Bethany. Come to visit us before you decide which college to attend. It's the best way to see how Bethany differs from the large university and other small colleges.

BETHANY



BETHANY PROFILE



HISTORY

Bethany was established as a private educational foundation, chartered under the laws of then undivided Commonwealth of Virginia on March 2, 1840, more than two decades before West Virginia became a state. The charter was written by Alexander Campbell, a celebrated debater, Christian reformer, and educator, who not only provided land for the campus and \$15,000 toward the first building, but also served as Bethany's first president until his death in 1866.

Bethany's traditions are derived from the University of Glasgow in Scotland, where Campbell studied before coming to America in 1809, and from the University of Virginia, from which Campbell gleaned much of the College's original curriculum and faculty.

Since its inception, Bethany has remained a four-year private college affiliated with the Christian Church (Disciples of Christ). This religious body, of which Campbell was one of the principal founders, continues to support and encourage Bethany, but it exercises no sectarian control.

LOCATION

Bethany is located in the northern panhandle of West Virginia, a narrow tip of land between Ohio and Pennsylvania. This special location in the rolling foothills of the Allegheny Mountains puts Bethany near several large cities. To the northeast, just 40 miles away, is the major urban and cultural center of Pittsburgh. Fifteen miles to the southwest is Wheeling, W. Va., the dominant northern city in the state and location of Oglebay Park, one of the nation's best-known summer and winter resorts.

ACCREDITATION AND MEMBERSHIPS

- North Central Association of Colleges and Secondary Schools
- Association of American Colleges
- American Council on Education
- College Entrance Examination Board
- American Association of Colleges for Teacher Education
- National Council for the Accreditation of Teacher Education
- Board of Higher Education of the Christian Church (Disciples of Christ)
- Women graduates are eligible for membership in the American Association of University Women.

ENROLLMENT

Each year Bethany students — approximately 575 men and 475 women — represent some 30 states and 15 foreign countries. The majority come from Pennsylvania, New Jersey, New York, Ohio, Connecticut, Maryland, and West Virginia. Nearly 90 per cent of the student body is from out-of-state.

CURRICULUM

In December 1971 a new curriculum was adopted for Bethany students. Called the Bethany Plan, it provides not only for a classroom-based program but for an experience-based program as well. It is a recognition that the classroom is not the only place for meaningful education.

The Plan provides for a close student-faculty relationship. In consultation with a faculty advisor, the student is asked to design or to help plan an educational program to satisfy his or her personal goals. It encourages students to develop their own special course of study. Pages 53-65 discuss this curriculum in detail.



GOALS

The educational program is designed to help each Bethany student realize seven goals:

- 1) to discover how to acquire, evaluate, and use knowledge
- 2) to master the skills of communication
- 3) to cooperate and collaborate with others in study, analysis, and formulation of solutions to problems
- 4) to understand contemporary issues and events
- 5) to analyze personal values, to perceive and to deal sympathetically with the values of others, and to be open to the continued evaluation of both
- 6) to make progress toward the selection of and the preparation for a vocation
- 7) to integrate the varied experiences of life and to see the relationship of the college experience to future development as a responsible citizen.



EDUCATIONAL RESOURCES

Substantial resources are invested in the education of Bethany students. The gross assets of the College on June 30, 1976, totaled \$27,604,650. Facilities and equipment at book value were \$15,464,563, with a replacement value of approximately \$36,000,000. The market value of all endowment funds was \$10,665,938.

Bethany College is rich in both heritage and facilities because of the generosity of its many benefactors, including the Cochran family, the Phillips family, Halford Morlan, the R. R. Renner family, the David Steinman family, the Benedum Foundation, the Kresge Foundation, the United States Department of Health, Education, and Welfare and the Department of Housing and Urban Development, and countless others who believe in a Bethany education.

More than 30 academic, administrative, and residential buildings dot Bethany's campus.

Pendleton Heights (1841) was built during the college's first year by W. K. Pendleton, a member of the first faculty and second president of the College. Today it serves as home for Bethany's president. Pendleton Heights is listed in the "National Register of Historic Places."

Old Main (1858) is the central unit of Bethany's academic buildings. Its tower dominates the campus and is the chief architectural feature noted as one approaches the College. Old Main is listed in the "National Register of Historic Places." The building is one of the earliest examples of collegiate Gothic architecture in the United States.

Commencement Hall (1872) provides the setting for convocations, concerts, lectures, dramatic presentations, and other gatherings. Studios and classrooms for the art department occupy the ground floor of the building. It was remodeled in 1924.

Cramblet Hall (1905) was constructed through a gift from Andrew Carnegie. Originally the library, it was remodeled in 1961 to house Bethany's administrative offices. It is named in honor of two presidents of the College, Thomas E. Cramblet and his son, Wilbur.

Cochran Hall (1910) was originally built as a men's residence facility by Mark M. Cochran of the class of 1875. The interior of the building was completely remodeled during 1974-75 to serve as a faculty office and student conference center. Today it houses eight academic departments of the College and numerous administrative offices.

Oglebay Hall (1912), a gift of Earl W. Oglebay of the class of 1869, accommodates the laboratories and classrooms for the biology and psychology departments.

Irvin Gymnasium (1919), a gift of the Irvin family of Big Run, Pa., serves as a physical education center for men and women. It contains a modern dance studio.

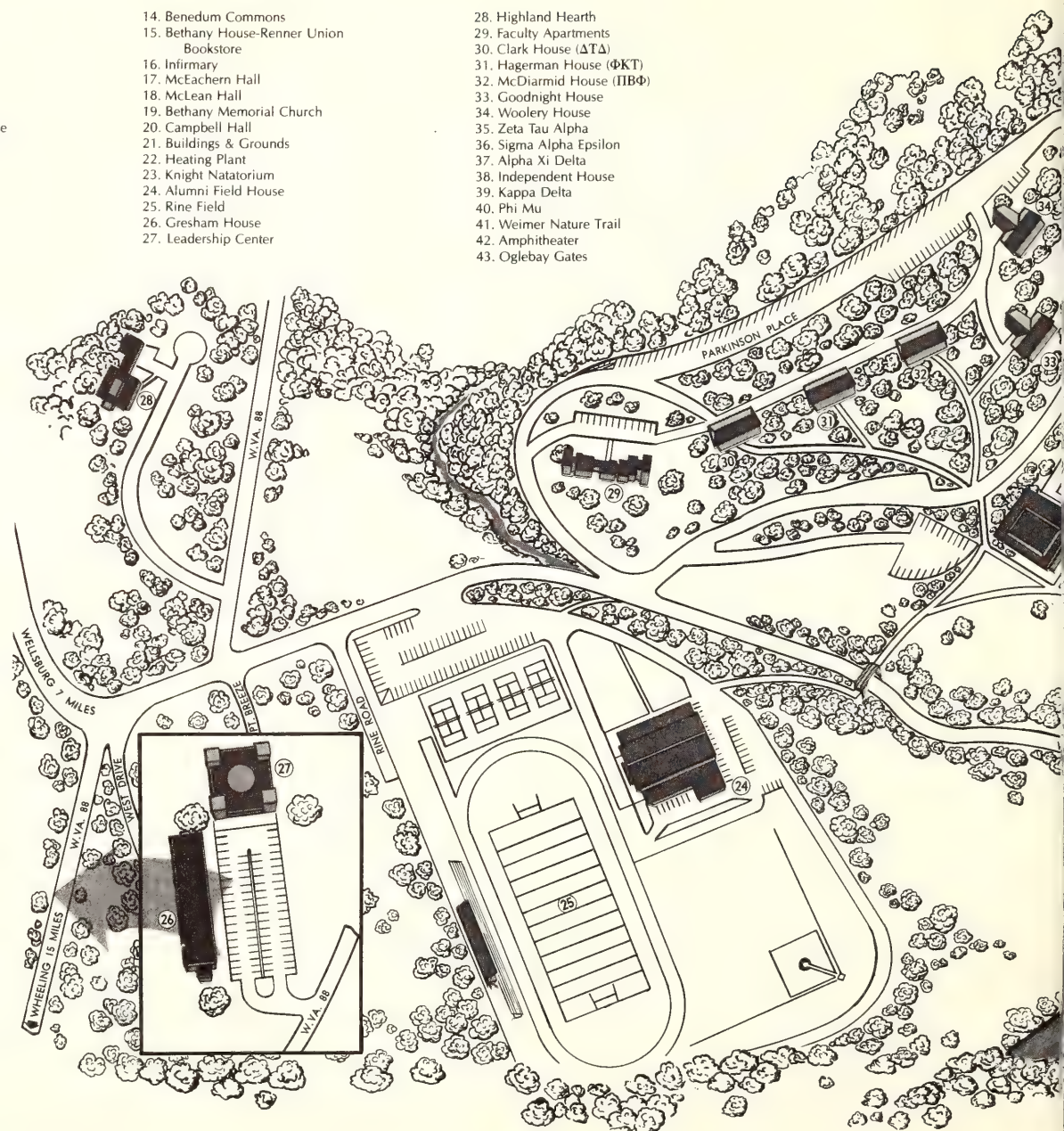
BETHANY

1. Pendleton Heights
2. Old Main
3. Commencement Hall
4. Oglebay Hall
5. Steinman Fine Arts Center
Wailes Theater
6. Irvin Gymnasium
7. Richardson Hall of Science
Weimer Lecture Hall
8. Phillips Memorial Library
9. Morlan Hall
10. Harlan Hall
11. Phillips Hall
12. Cramblet Hall
13. Cochran Hall

14. Benedum Commons
15. Bethany House-Renner Union
Bookstore
16. Infirmary
17. McEachern Hall
18. McLean Hall
19. Bethany Memorial Church
20. Campbell Hall
21. Buildings & Grounds
22. Heating Plant
23. Knight Natatorium
24. Alumni Field House
25. Rine Field
26. Gresham House
27. Leadership Center

28. Highland Hearth
29. Faculty Apartments
30. Clark House ($\Delta\Gamma\Delta$)
31. Hagerman House ($\Phi\Gamma\Phi$)
32. McDiarmid House ($\Pi\beta\Phi$)
33. Goodnight House
34. Woolery House
35. Zeta Tau Alpha
36. Sigma Alpha Epsilon
37. Alpha Xi Delta
38. Independent House
39. Kappa Delta
40. Phi Mu
41. Weimer Nature Trail
42. Amphitheater
43. Oglebay Gates

Scale: 1" = 300'





Renner Union-Bethany House (1948) is the student union. Here are found the campus radio station, the college bookstore, bowling lanes, a student photographic darkroom, music listening rooms, a spacious lounge, and the offices of the admission director. The alumni joined in 1969 with the R. R. Renner family of Cleveland, Ohio, to remodel this facility.

Alumni Field House (1948) provides physical education facilities for men and women. It is also used for concerts. Adjacent to the field house are football and baseball fields, tennis courts, and a quarter-mile track.

Richardson Hall of Science (1964) provides facilities for the chemistry, physics, and math departments and houses the computer center. It is named for Robert Richardson, Bethany's first science professor.

John J. Knight Natatorium (1967) contains a six-lane, 25-yard, heated pool which is used in the physical education program and for intercollegiate competition. It is named for John J. Knight, long-time director of athletics. Four tennis courts are located next to the natatorium.

Benedum Commons (1969) is the modern, air-conditioned dining facility for all Bethany students. In addition to the main dining room, the building houses a snack bar, lounge facilities for parents and other guests, and several small dining rooms for special student and faculty events.

David and Irene Steinman Fine Arts Center (1969) houses the education, music, and theatre departments. A fully-equipped theatre occupies the centermost portion of this building. The music department consists of teaching studios, studio-classrooms, a general rehearsal room for the larger choral and instrumental groups, and individual practice rooms.



Leadership Center (1972) houses offices, seminar rooms, exhibition areas, and a 123-seat circular conference room for continuing education activities. The center offers a regular series of conferences, seminars, and workshops for education, business, and professional groups. It is a memorial to Thomas E. Millsop, former president and chairman of the National Steel Corporation.

Gresham House (1972) is the Millsop Center's adjoining guest facility which provides 40 rooms for overnight accommodations for visitors coming to the College. It is named for Dr. Perry E. Gresham, Bethany's twelfth president, and his wife, Aleece.

RESIDENCE HALLS

Harlan, Morlan, Phillips, and Campbell are the largest dormitories on the Bethany campus. Since 1966, Bethany has moved toward small, self-governing living units, each accommodating approximately 32 students and containing social and recreational facilities.

Recently six small residence units were constructed on the wooded north slope of the campus. These units house fraternities, sororities, and independent men.

PHILLIPS MEMORIAL LIBRARY

The T. W. Phillips Memorial Library, built in 1961, contains more than 132,350 volumes of books, recordings, and bound periodicals. Supplementary collections include microforms, pamphlet files, selected government documents, and a circulating art print collection. The library's periodicals holdings number 698 titles of which 587 are currently received.

The staff of three professional librarians and their clerical assistants are readily available to assist with any information or reference need. The library is open 95 hours a week.

Through membership in the Pittsburgh Regional Library Center, the research collections and reference services of the colleges, universities, and special libraries of the nearby Pittsburgh area are available to Bethany faculty and students. A similar interlibrary program exists

among West Virginia's colleges and universities. Materials can also be obtained on loan from other libraries across the country for faculty and honors students.

Phillips Library also is one of the 1,200 participating colleges, universities and special libraries in a computerized library cataloging system. This system, by using video display terminals, links libraries and makes use of modern technology in retrieving and sharing information and is a means of assessing collections of these other institutions for possible inter-library loan.

Many personal libraries and collections have been received from alumni and friends of the College.

The Campbell Room contains books, periodicals, letters, paintings, photographs, and museum pieces related to Bethany's first president, Alexander Campbell, his Bethany associates, and his family. It is an important research collection not only for the history of the College and the religious movement that Campbell founded but also for regional and intellectual history of the nineteenth century.

MEDIA CENTER

The Media Center, housed in Phillips Memorial Library, provides instructional media materials and equipment for use in the classroom and by individual students and clubs. The center also has production facilities for slides, audio and video tapes, filmstrips, and transparencies, and for dry mounting, laminating, and high speed duplication of materials.

An individualized instructional media lab was opened in 1975. In addition to providing individual supplemental classroom learning experiences, remedial and refresher programs in reading, mathematics, and other fields are available. The lab, which is open more than 75 hours a week, has the latest media equipment including cable television, tape recorders, projectors, language lab units, and business and scientific calculators.



BETHANY



COLLEGE LIFE

At Bethany, education is a total experience of living and learning. The College community offers a myriad of activities from hang gliding to campus theatre productions. Students are encouraged to participate in those things that will best compliment their educational experience.

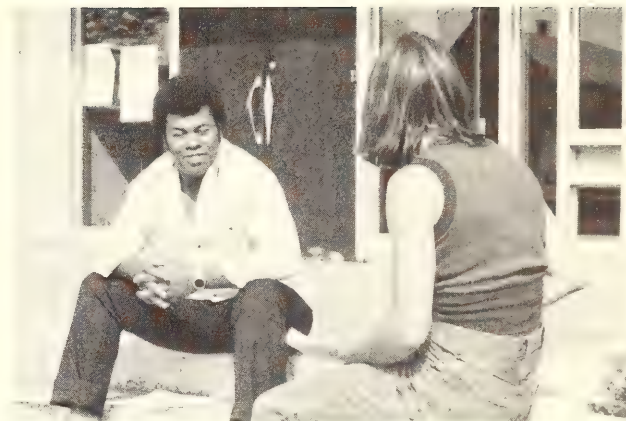
Bethany assumes the mature and responsible citizenship of its students. The College believes this citizenship is best realized through the personal freedom of each individual, as well as the community building efforts of students, faculty and administrators. College officials intervene only when the rights and privileges of some are threatened by the actions of others.

Through this community interaction, there is such a sense of ownership by both those who learn and those who teach that the term "Bethanian" has come to mean a special sense of pride.

STUDENT GOVERNMENT

The Student Board of Governors, with representatives from all residence groups, manages a substantial budget and appropriates funds for many diverse student activities. Representatives are appointed to many faculty committees including those concerned with curricula, cultural programs, schedules, athletics, religious life, international education, and the library.

Residence halls form the primary political groups for self-government. Fraternities, sororities, and house associations accommodate all upperclassmen in small self-governed units. These students are responsible for their conduct; cultural, academic, and social programming; and care of the facilities. Shortly after arrival, freshmen also organize and send representatives to student government.



STUDENT REGULATIONS

A complete description of the regulations pertaining to housing, telephones, dining rooms, health services, motor vehicles, use of alcoholic beverages and drugs, eligibility requirements, and other areas of student life are contained in the *Student Activities Calendar*. However, applicants for admission should know the following in advance:

- 1) With the exception of commuters (i.e., married students or students living with parents) all students are required to live in College residence halls or fraternity or sorority houses unless excused by the dean of students.
- 2) All students, except commuters, are required to board in the College dining hall unless excused by the dean of students. No refunds are granted for meals missed.
- 3) Freshmen are not permitted to bring automobiles to Bethany unless approved by the dean of students and properly registered.

RESIDENCE LIFE

The majority of Bethany residences are small, self-governed living units, including 11 home-like, 32-bed houses on the wooded slopes opposite the main campus. In all, the College maintains 21 housing units.

Fraternities, sororities, and independent-house associations constitute the primary social groups on campus. Each association or fraternal group is responsible for arranging its cultural, recreational, and social experiences and for deciding its own internal discipline. Houses are also responsible for organizing day-to-day, house-keeping chores and for working closely with the College in developing a decor that suits the group living style.

Freshmen live in the larger dorms, but are granted many of the same freedoms and responsibilities of the upperclassmen. Student staff co-ordinators and student resident assistants give a great deal of leadership and counsel the first semester, and by the second semester freshmen are involved in most decision-making.

The seven fraternities and five sororities at Bethany are nationally affiliated and constitute approximately 50 per cent of the student body. Interfraternity Council and Panhellenic Council, composed of representatives from each of the fraternities and sororities, act as the coordinating agencies in fraternal affairs and activities.

The fraternities represented are Alpha Sigma Phi, Beta Theta Pi, Delta Tau Delta, Kappa Alpha, Sigma Alpha Epsilon, Phi Kappa Tau, and Sigma Nu. The sororities are Alpha Xi Delta, Kappa Delta, Pi Beta Phi, Phi Mu, and Zeta Tau Alpha.

SOCIAL LIFE

Much of the social life at Bethany is casual. It may be a coffee date at Renner Union, an evening of bowling or swimming, or a mid-week sporting event. Any night of the week friends can be found studying together at the library

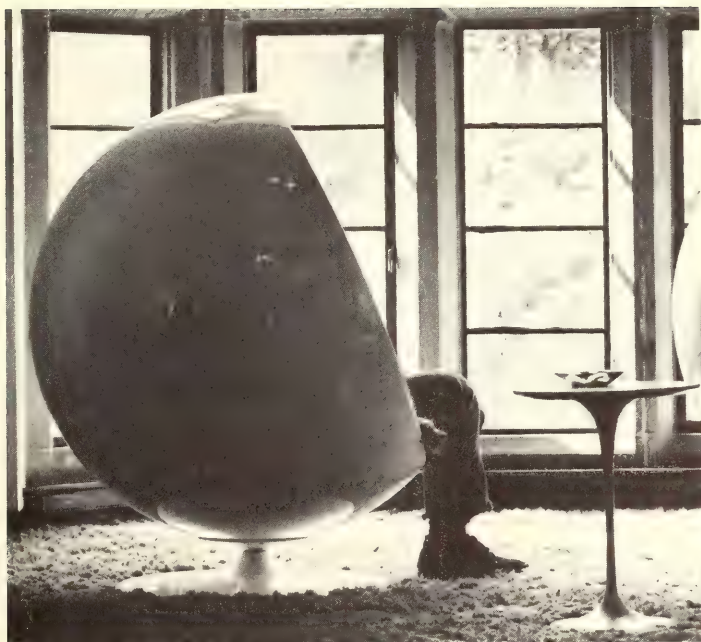
or a dorm lounge. Athletics, theatre, movies, concerts, coffee-house programs, and parties fill many weekends.

The student-run College Union Program Board brings numerous big-name concerts to campus.

Last year, Lester Lanin and His Orchestra played for Homecoming while Southside Johnny and the Asbury Jukes, Poco and Singer Johnathan Edwards appeared on successive days for spring weekend.

Some of the other entertainers to appear during the year were the Hutchinson Brothers, Nancy Johnson, Trapezoid, the Delaware Water Gap, Roy Buchanan and Crusaders, many of these featured in Maxwell's Coffee House.





VOLUNTEERS IN ACTION

An opportunity for students to volunteer time in service to people who live in the area surrounding Bethany is provided by the campus Volunteers In Action (VIA) program.

Currently, this student-led organization provides transportation and information for those who wish to work in a juvenile detention home, the Big-Brother, Big-Sister program, a nursing home, a halfway house for psychiatric patients, a community mental health center, and a Saturday morning tutoring program.

About 150 students, many of whom earn practicum credit, give three to five hours of their time each week working in VIA.

CULTURAL ACTIVITIES

Faculty and students working together on the Cultural Activities Committee provide a wide variety of cultural events.

Prominent speakers coming to campus recently were CBS newsman Roger Mudd, Poet Allen Ginsberg, authors Alex Haley and John Wallace Spencer, attorneys Mark Lane and Vincent Bugliosi, journalist Geraldo Rivera and Mel Blanc.

Cultural events this past year included Metropolitan Opera baritone Gene Boucher; French musicians Jean-Pierre Rampal and Robert Veyron-Lacroix, flutist and harpsichordist; violinist Nina Goehring McGowan; pianist Oliver Manning and a series of dinner concerts. The Billy Taylor Trio also appeared in concert and conducted a jazz workshop. In addition, the Oratorio Chorus presented its annual performance of Handel's *Messiah*.

Numerous art and photographic shows, including the annual Bethany Fall Art Exhibition, were displayed in Renner Union Lounge. Student and faculty shows were exhibited throughout the year.

Besides the regular Friday and Saturday night schedule of first-run movies, numerous foreign and experimental art films were shown during the year.

THEATRE

Drama is one of the most important co-curricular activities at Bethany. Nearly one-fourth of the last senior class participated in a production while at Bethany. Often acting, directing, playwriting, and producing are correlated with courses in the theatre department. However, non-theatre majors have every opportunity to participate.

Most of the productions are staged in Wailes Theatre of the Steinman Fine Arts Center. The theatre seats 300 people and has a fully equipped workshop. Most plays are given three or four times.

Last year's productions included *The Rimers of Eldritch*, *The Marriage of Mr. Mississippi*, *Butley*, *A Night of One-Act Plays*, *A Touch of the Poet* and *Stop the World - I Want to Get Off*.

MUSIC

There is a wide range of musical groups on campus in both the vocal and instrumental fields.

The Concert Choir performs on campus and goes on tour each spring. The repertoire consists primarily of serious sacred and secular works of many periods. There is opportunity within the choir itself for the formation of smaller ensembles to cultivate special types of repertoire, such as madrigals.

The Chorus consists of 36 voices. The repertoire is varied, with emphasis on serious works. When practicable, there is a spring tour.

Members of the Concert Choir, the Chorus, and others in the community form the Oratorio Chorus which annually presents Handel's *Messiah*.

The College Band performs at athletic contests and for special occasions throughout the year. Band members attend an instrumental seminar each fall before the opening of school.

The Brass Choir appears at formal convocations and in concerts. It is open to qualified players by audition as vacancies occur.



Chamber Music is provided by woodwind quintets, string quartets, and smaller ensembles that develop annually and are open to all who play orchestral instruments.

There is opportunity for proficient orchestral musicians, especially string players, to play in the Wheeling Symphony. To be admitted into this orchestra one must audition with the Symphony's director.

PUBLICATIONS AND RADIO-TV

Student-produced publications include a campus newspaper, *The Tower*; a yearbook, *The Bethanian*; a literary journal, *The Harbinger*; a foreign language periodical, *The Polyglot*; and a magazine, *The Folio*. There is also a campus radio station, WVBC-FM, and a campus television station, Cable 3.

All of these media are under the supervision of the Board of Communications which is chaired by the student body president. The board includes the student editors and business managers of all publications, the general manager and program director of the radio and television stations, and members of the faculty and administration.

INTERCOLLEGIATE ATHLETICS, INTRAMURALS, AND RECREATION

Men's intercollegiate sports include baseball, basketball, cross country, football, golf, lacrosse, soccer, swimming, tennis, track, and wrestling.

Women's intercollegiate sports include basketball, field hockey, lacrosse, tennis, volleyball and softball.

Bethany is a member of the Presidents' Athletic Conference which also includes the following schools: Allegheny, Carnegie-Mellon, Thiel, and Washington & Jefferson in western Pennsylvania; and Case-Western Reserve, Hiram, and John Carroll in Ohio. Membership is also held in the National Collegiate Athletic Association, Midwest Association for Intercollegiate Athletics for Women and the Pennwood West Conference.

Recreation is provided for the entire student body through an extensive intramural and open recreation program. Men's intramural sports include basketball, bowling, cross country, football, golf, handball, softball, swimming, table tennis, tennis, track, volleyball, and wrestling. Women's intramural sports include archery, basketball, field hockey, football, swimming, tennis, and volleyball. The director of intramural athletics supervises the program.

Bethany encourages students to develop skills in recreational activities that may be continued through life. In addition to the usual team sports, staff instruction is available in archery, badminton, horseback riding, swimming, golf, tennis, camping techniques, jogging, body mechanics, bowling, dancing, and gymnastics.

There are many opportunities available for students who wish to pursue recreational interests. The 1,600 acres of College land provide a natural setting for hiking and nature study. The Wilderness Club provides for camping, backpacking, and rafting. Ski slopes and riding stables are available at nearby Oglebay Park. The Dutch Fork Hunt Club invites students to go fox hunting from



September through February. Local farmers are willing to board horses. Three public, 18-hole golf courses, including one of Robert Trent Jones design, are located within 10 miles of campus.

STUDENT HEALTH SERVICES

All students entering Bethany for the first time are required to submit a completed physical examination form before registration. After arrival, the College health service is maintained by student fees, and all students are entitled to infirmary privileges as in-patients and out-patients.

The Bethany infirmary is on 24-hour call for illnesses and injuries which occur during the academic year. Medical service is not available at the infirmary during vacations and recess periods. Students who suffer serious

illnesses and accidents are usually treated at the Wheeling Hospital, located 15 miles from the town of Bethany which maintains ambulance service for emergencies.

The College physicians have regular office hours each weekday morning during the school year for free consultation. In case of an emergency operation, when the parents cannot be reached, the dean of students, upon the recommendation of the College physician, assumes the responsibility of giving permission for operations.

Bethany provides medical, surgical, and hospitalization insurance. All students are automatically included in the coverage from September 1 to August 31 and are charged accordingly unless the appropriate waiver is forwarded to the Business Office. Expenses for outside consultation and treatment are the responsibility of the student in all cases when not covered by insurance.

RELIGIOUS LIFE

A wide variety of religious backgrounds is represented in the student body and faculty. While participation in religious concerns is entirely voluntary, there are substantial opportunities for religious exploration and participation on campus.

Many students find in Bethany Memorial Church an opportunity for expression of their religious faith. The minister of this church, who is also the College chaplain, is available to students for counseling and advice on personal and religious matters.

The Bishop of the Wheeling Diocese of the Roman Catholic Church provides a chaplain for Catholic students. He is available on a weekly schedule for counseling, in addition to the celebration of the Mass each Sunday and on Holy Days.

The Jewish fellowship meets for worship and study. Jewish congregations in Steubenville and Wheeling sponsor the fellowship and entertain Jewish students for the high holidays.

PLACEMENT

The Placement Office, in 201 Cramblet Hall, assists and advises underclassmen, graduating seniors and alumni in planning careers and in obtaining temporary and/or permanent jobs. The office maintains a career library and resource center consisting of career-planning literature, job announcements and graduate and professional school information. Free credential service is available to those who register by completing the necessary forms. In addition to providing counsel for resume preparation, interview techniques and job procedures, the placement director is a member of the pre-law advisement committee and the committee for advisement of allied health professions. Bethany also has established a reciprocal agreement with four area colleges to offer students an opportunity to schedule personal interviews with representatives of firms visiting those campuses.

ADVISING AND COUNSELING

Bethany recognizes the need to provide its entering students with an introduction to their work in new surroundings and therefore requires freshmen to come to the campus several days before the formal registration of other students. The orientation period is planned not only to introduce the students to the College but also to introduce the College to the students.

From the beginning of their collegiate career, students are assigned a faculty advisor. Through the Bethany Plan curriculum, freshmen advisors come into weekly seminar contact with their advisees. Thus, they have ample opportunity to observe student strengths and weaknesses in academic situations as well as in more relaxed and informal counseling situations.

After students choose a major field of concentration, they are then assigned to a faculty advisor in their chosen department. This advisor helps the student plan an academic program consistent with the aims and obligations

of that department in a liberal arts education, and a program which is in keeping with the student's abilities and aspirations.

The chief officer in charge of student advising and counseling, student welfare, and coordination of all student personnel administration is the dean of students. Members of his staff are available for help in all major areas of guidance, including post graduate and career planning.

ADVISORS

FOR FRESHMEN

J. Atkins, D. Brown, A. Buckelew, J. U. Davis, A. DeVaul, J. D. Draper, D. Hull, J. Hull, D. Hutter, H. Lester, D. Liden, J. Lozier, H. O'Leary, D. Slade, M. Smith, D. Spizale, R. Stebbins, G. Thompson, B. Thurston, R. Walden.

FOR FIELDS OF CONCENTRATION

ART	Mr. Kornowski
BIOLOGY	Mr. Larson
CHEMISTRY	Mr. Draper
COMMUNICATIONS	Mr. Carty
ECONOMICS	Mr. J. D. Davis
EDUCATION	Miss Slade
ENGLISH	Miss McGuffie
FINE ARTS	Mr. Taylor
FOREIGN LANGUAGES	Mrs. Cayard
HISTORY AND POLITICAL SCIENCE	Mr. Young
INTERDISCIPLINARY STUDIES	Mr. Grimes
MATHEMATICS	Mr. Allison
MUSIC	Mr. Cobb
PHILOSOPHY	Mr. Myers
PHYSICAL EDUCATION	Mr. Hutter
PHYSICS	Mr. Hudnall
PSYCHOLOGY	Mr. Peirce
RELIGIOUS STUDIES	Mr. Kenney
SOCIOLOGY	Mr. Needham
THEATRE	Mr. Judy



FOR CAREER INTERESTS

DENTISTRY	Mr. Draper
DRAMA	Mr. Judy
ENGINEERING	Mr. Hudnall
LAW	Mr. Young, Mr. Engstrom
MEDICINE	Mr. Draper, Mr. Larson
MINISTRY	Mr. Kenney
RADIO	Mr. Humes
RECREATIONAL LEADERSHIP	Mr. Hutter
SOCIAL WORK	Mr. Needham
TEACHING	Miss Slade
TELEVISION	Mr. Spizale
VETERINARY MEDICINE	Mr. Larson

FOR SPECIAL SERVICES

FOREIGN STUDENTS	Mr. Cunningham
GRADUATE FELLOWSHIPS AND SCHOLARSHIPS	Mr. Myers
MINISTERIAL TRAINING AWARDS	Mr. Sandercox
SOCIAL SECURITY AND VETERANS BENEFITS	Mr. Kurey
SOCIAL AND RECREATIONAL ACTIVITIES	Miss Nicholson
UNDERGRADUATE SCHOLARSHIPS	Mr. Bunnell
VOCATIONAL INFORMATION AND GUIDANCE	Mrs. Ault

PRE-PROFESSIONAL STUDY

ALLIED HEALTH PROFESSIONS

Students desiring to prepare for the study of medicine, dentistry, or any of the health related fields will find instruction and facilities at Bethany which satisfy the entrance requirements for the best professional schools.

The Medical College Admissions Test or the Dental Admissions Test, covering medical or dental school entrance requirements in chemistry, biology, and physics as well as the social sciences and humanities, must be taken in the junior year. A program furnishing the proper sequence of courses to adequately prepare students to take either of these tests requires that both beginning chemistry and biology be taken in the first semester of the freshman year.

The Committee of the Allied Health Professions disseminates information on the professional programs and entrance requirements in the various health related areas as well as writes letters of reference and helps students gain some experience in the matter of interviews.

PRE-LAW

Most law schools do not require specific undergraduate courses for entrance. Rather they expect the broadest possible educational background. They do, however, recommend that the prospective law student acquire skills in three basic areas: 1) effectiveness in the comprehension and expression of the English language, 2) insight into the understanding of human institutions and values, 3) creative power in thinking. Courses in English composition and literature, history, ethics, logic, economics, political science, sociology, and accounting are particularly useful in acquiring these skills.

PRE-ENGINEERING

Training in the sciences and humanities provides a good foundation for pre-engineering students, some of whom

desire to transfer to an engineering school after carefully following the requirements of the engineering school they wish to enter.

By cooperative arrangement with Columbia University, Georgia Institute of Technology, and Washington University, Bethany offers the first three years of a five-year course and arranges for the qualified student to transfer to one of these engineering schools for the last two years of undergraduate training. Upon completion of the five-year program, degrees from both institutions are granted. For more information about these programs, see page 59.

PROFESSIONAL CHEMISTRY

A thorough preparation for professional chemistry and a background in the liberal arts at Bethany conforms to American Chemical Society standards. Independent study introduces the student to the principles of research which aids in any contemplated graduate or industrial work following graduation.

PRE-THEOLOGICAL

Students who plan to enter church vocations are expected to complete their preparation in seminaries and graduate schools of religion after graduating from Bethany. Their undergraduate studies, therefore, are primarily liberal arts. Students elect courses which provide necessary pre-seminary studies in the natural and social sciences, the arts and humanities, and religion.

TEACHER EDUCATION

The preparation of teachers for the secondary and elementary schools is one of the major professional preparation programs at the college. Requirements for certification may be found in the course listings for the individual academic departments. Students wishing to prepare for a career in teaching should contact the chairman of the Education Department for further information in the freshman year or as soon as the decision is made.



ACHIEVEMENT RECOGNITION

Bethany encourages achievement in scholarship and leadership in student affairs by public recognition at Commencement, Honors Day, Founders' Day, and on other suitable occasions.

GRADUATION HONORS

Students who have done academic work of unusual merit are graduated with honors: *Summa Cum Laude*, *Magna Cum Laude*, or *Cum Laude*. The awarding of honors is determined upon the basis of total quality points earned, standing in the Senior Comprehensive Examination, and the recommendation of the student's advisor.

Students who do unusually well on the Senior Comprehensive Examination are listed at graduation as having "passed with distinction."

DEAN'S LIST

At the end of each semester, students who have rated high academically are designated as "Students Distinguished in Scholarship." Often called the Dean's List, this distinction is determined by the Honors Committee.



SENIOR FELLOWSHIPS

Certain members of the junior class may be designated as senior fellows for the following year. The selection is made from students who have demonstrated unusual excellence in their field of concentration and who, by character and ability, can do special work in a department or area as an assistant in instruction or research.

Usually no more than 12 full-year senior fellowships and one senior fellowship *at-large* (or the equivalents) are awarded in any one year. Usually no more than one full-year appointment (or the equivalent) will be made in any one department or area. Although the title of *senior-fellow-at-large* is provided primarily for capable students involved in interdisciplinary programs, students in other fields of concentration may be nominated for this category.

The selection of senior fellows is made by the Honors Committee from nominations usually presented by department chairmen.

HONOR SOCIETIES

A number of honor societies have been established at Bethany through the years to recognize academic achievement and campus leadership.

GAMMA SIGMA KAPPA is a scholastic society founded at Bethany in 1932. Students who have achieved a cumulative scholarship index of at least 3.65 (over at least four consecutive semesters and provided that in no semester their scholastic index falls below a 3.00) may, upon recommendation of the Honors Committee, be considered for membership. Usually, however, not more than 10 per cent of any class will be recommended.

BETHANY KALON is a junior and senior society established in 1948 to give recognition to students of high character who have demonstrated competent and unselfish leadership in student activities and have been constructive citizens of the college community. Selection is made by the members of the society with the advice and approval of the Honors Committee.

ALPHA PHI CHAPTER OF BETA BETA BETA is a society for students of the biological sciences. Its purpose is to stimulate sound scholarship, to promote the dissemination of scientific truth, and to encourage investigation into the life sciences.

GAMMA UPSILON CHAPTER OF LAMBDA IOTA TAU. Lambda Iota Tau is an international honor society for the encouragement and reward of scholastic excellence in the study of literature. Membership is limited to juniors and seniors who have a cumulative scholarship index of 3.0, who have completed a minimum of 12 semester hours of literature courses with at least a 3.0 grade-point average in them and in all prerequisite courses, and who have presented a scholarly, critical, or creative paper which has been accepted by the chapter. Lambda Iota Tau is a member of the Association of College Honor Societies.

ALPHA CHAPTER OF OMICRON DELTA EPSILON, an international honor society in economics, was established in 1960 to recognize excellence in the study of economics. Membership is limited to students who have completed a minimum of 16 semester hours of economics, which must include either Economics 301 or 302, and who have achieved both a departmental and overall grade-point average of 3.25 or better.

BETA GAMMA CHAPTER OF ALPHA PSI OMEGA. Alpha Psi Omega is a national recognition society in dramatics. Students qualify by faithful work in playing major and minor roles or working with technical or business aspects of theatre.

MU EPSILON CHAPTER OF PHI ALPHA THETA was established at Bethany in 1967 to recognize excellence in the study of history. Its membership is limited to those students who have completed at least 12 hours of history with a grade-point average of 3.0 or better and with at least a 3.0 grade-point average in two-thirds of all other studies. Members must also rank in the upper 35 per cent of their class.

BETHANY CHAPTER OF THE SOCIETY FOR COLLEGIATE JOURNALISTS, a national recognition society in journalism, is designed to stimulate interest in journalism, foster the mutual welfare of student publications, and reward journalists for their efforts, service, and accomplishments.

KAPPA XI CHAPTER OF SIGMA DELTA PI is an honor society for those who attain excellence in the study of the Spanish language and the literature and culture of the Spanish peoples. Students who are at least second semester sophomores and have a high scholastic index and who have completed at least one course in advanced Spanish literature are eligible for membership.

EPSILON CHI CHAPTER OF KAPPA PI is an honor society for students of the graphic arts. Its purpose is to uphold the highest ideals of a liberal education, to pro-

vide a means whereby students with artistic commitment meet for the purpose of informal study and entertainment, to raise the standards of productive artistic work, and to furnish the highest reward for conscientious effort in furthering the best interest in art in the broadest sense of the term.

ALPHA CHAPTER OF KAPPA MU EPSILON, a national honor society in mathematics, was established in 1975 to recognize outstanding achievement in mathematics. Its membership is limited to those students who have completed at least three semesters at Bethany, rank in the upper 35 per cent of their class, have completed at least three math courses, including one semester of calculus, and have a grade-point average of 3.0 or better in all math courses.

PHI DELTA PSI is a physical education honorary for both men and women which encourages scholarship, leadership, fellowship, high educational standards and participation in departmental activities. To be eligible, students must be at the second semester level of the sophomore year and achieve a grade point average of at least 3.0.

AWARDS

OREON E. SCOTT AWARD is presented to the graduating senior who has achieved the highest academic record over a four-year period of study. The donor of this award was a long-time Bethany trustee and a graduate of the class of 1892.

ANNA RUTH BOURNE AWARD stimulates scholarship among the women's social groups. A silver cup, provided by an anonymous donor in honor of the former distinguished chairman of the English department, is awarded to the recognized women's group whose active membership earns the highest scholarship standing each semester. The group winning the cup for four semesters is presented with a smaller replica as a permanent trophy.

W. KIRK WOOLERY AWARD encourages scholarship among the men's social groups. This silver cup, donated by friends of the late Dr. Woolery, a former dean and provost of the College, is held by the recognized men's social group or housing organization whose membership (active membership only in the case of fraternities) earns the highest scholarship standing each semester. Any group winning the cup for four semesters is presented with a smaller replica as a permanent trophy.

BETA BETA BETA AND B. R. WEIMER AWARD, established by an anonymous donor, is presented to the senior biology major who has attained the highest academic rank in this field of concentration.

FLORENCE HOAGLAND MEMORIAL AWARD, given by a graduate of the class of 1944, is presented to the outstanding senior English major. The award honors the memory of the late Miss Hoagland who was for many years professor of English at Bethany.

CHRISTINE BURLESON MEMORIAL AWARD, given by a graduate of the class of 1936, is presented to a senior English major who has attained excellence in this field of concentration. The award honors the memory of the late Miss Burleson who was professor of English and dean of women from 1932 to 1936.

CAMMIE PENDLETON AWARDS, named in honor of Miss A. Campbellina Pendleton, professor of language and literature at Bethany from 1884 to 1909, are presented to the outstanding junior and sophomore concentrating in English. The awards are given by Dwight B. MacCormack, Jr., of the class of 1956, in memory of his grandmother, Dr. T. Marion MacCormack.

E. E. ROBERTS DISTINGUISHED PRIZE IN CAMPUS JOURNALISM is awarded to an outstanding student who excels in work on a student publication, in academic work in the communications department, or both.

WINFRED E. GARRISON PRIZE is presented in recognition of outstanding achievement in one or more areas of



philosophy. The award honors the memory of the late Dr. Winfred E. Garrison, graduate of the class of 1892, whose humane concerns and scholarly achievements contributed significantly to the area of higher education, history, and philosophy.

OUTSTANDING JUNIOR WOMAN AWARD is provided by the Pittsburgh Bethany College Club, comprising the Bethany alumnae of Pittsburgh. This award is based on qualities of leadership, character, conduct, and scholarship. The club has placed a suitable plaque in Phillips Hall on which names of the winners are engraved. In addition, an individual gift is made to the recipient.

VIRA I. HEINZ AWARD is granted the junior woman who has distinguished herself by leadership, character, conduct, and scholarship and whose proposal for foreign travel most significantly supplements her educational objectives. This \$1,500 award for summer travel is provided by the fund of Vira I. Heinz, recipient of the honorary doctor of religious education degree from Bethany in 1969.

BENJAMIN CHANDLER SHAW TRAVEL AWARD is granted the junior man who has distinguished himself by leadership, character, conduct and scholarship and whose proposal for foreign travel most significantly supplements his educational objectives. This \$1,500 to \$2,000 award is funded by an anonymous friend of the college in recognition of Dr. Shaw, Bethany's George T. Oliver Distinguished Professor of History and Political Science Emeritus. Dr. Shaw joined the Bethany faculty in 1935, served from 1945 to 1966 as chairman of the Department of History and Political Science and continued part-time until 1973.

W. F. KENNEDY PRIZE is given to the outstanding young man in the junior class. This award, established by W. F. Kennedy of Wheeling, West Virginia, is awarded on the basis of the student's contribution to the college community life through leadership in activities, in personal character, and scholarship.

PEARL MAHAFFEY PRIZE, awarded to the outstanding senior major in languages, was established by Mrs. Walter M. Haushalter and other former students of Bethany's emeritus professor of foreign languages. The prize honors Miss Mahaffey, a faculty member from 1908-1949 and a trustee of the College at the time of her death in 1971.

SHIRLEY MORRIS MEMORIAL AWARD was established by Theta Chapter of Zeta Tau Alpha in memory of Shirley Morris, a loyal member and past president of the chapter. It is given to the outstanding student in the field of modern languages. Selection is made by the foreign languages department.

MARGARET R. WOODS PRIZE, sponsored by the Kappa Xi Chapter of Sigma Delta Pi, is awarded to the outstanding senior Spanish major. The prize honors Miss Woods who was a faculty member from 1943 until her retirement in 1965. Selection is made by the foreign languages department.

CHARLES H. MANION AWARD is made to the outstanding senior art major. The award memorializes

Charles H. Manion, long-time trustee of Bethany College who was associated with the steel industry in the Ohio Valley and who enjoyed painting. The prize is provided by his daughter, Mrs. Leonard Yurko, Weirton.

AUGUSTE COMTE AWARD is presented to the senior of the Sociology Department for outstanding scholarship and keen interest in the field. The award is named after the founding father of the discipline.

FRENCH LANGUAGE AND CULTURE PRIZE is awarded to the outstanding senior French major. This prize, which is restricted to those students whose native language is other than French, was established by Theodore R. Kimpton, assistant professor of foreign languages at Bethany prior to his retirement from full-time teaching in 1975.

J. S. V. ALLEN MEMORIAL is a fund established by the family and friends of Professor Allen to provide for an annual award to the outstanding physics student.

FRANK ALFRED CHAPMAN MEMORIAL is a fund established by Dr. Stanton Crawford to provide for an annual award to the outstanding history student. Preference is given to students of American history and the Ohio Valley.

OSBORNE BOOTH PRIZE is given to the student who excels in the field of religious studies and in the overall academic program. The late Osborne Booth was T. W. Phillips Professor of Old Testament when he retired in 1964 after 35 years of teaching at Bethany.

FRANCIS O. CARFER PRIZE is given to the senior who, in the judgment of the Honors Committee, has made the most outstanding contribution to the College during his or her undergraduate years. Mr. Carfer, a trustee of Bethany College for 29 years, was a graduate of the class of 1909. Recipients of the award must display sound academic accomplishments and characteristics of loyalty, service, and devotion to Bethany.

W. H. CRAMBLET PRIZE recognizes outstanding achievement in mathematics. It is named in honor of

Wilbur H. Cramblet, the eleventh president of Bethany College.

JOHN J. KNIGHT AWARD is presented to the senior male physical education major displaying outstanding scholarship and athletic participation during his four years at Bethany.

ELIZABETH S. REED AWARD is presented to the senior female showing outstanding scholarship and athletic participation during her four years at Bethany.

FORREST H. KIRKPATRICK AWARD is presented annually to the outstanding senior concentrating in economics and business. The award is named in honor of Dr. Kirkpatrick, long-time dean of the College who is currently serving as adjunct professor of economics.

SENIOR CHEMISTRY AWARD, given by an anonymous donor, is granted to the senior concentrating in chemistry who has achieved the highest cumulative average in the department, including the record made on the Senior Comprehensive Examination.

PSYCHOLOGY SOCIETY AWARD is presented to the senior majoring in psychology who has maintained the highest academic average in the department.

SOCIETY FOR COLLEGIATE JOURNALISTS AWARD OF MERIT is presented to an upperclass writer or editor for significant contributions to campus student publications.

WVBC-FM SENIOR AWARD is given to the senior who for four years has lent qualities of dedication, loyalty, leadership, talent, and creativity to WVBC's operations.

WVBC-FM TALENT AWARD is presented to the member of the WVBC staff who has offered the most outstanding continuous radio programming during the year.

FRESHMAN WRITING PRIZES, provided by alumni and awarded by the Department of English, are given annually to authors of the best essays written in Freshman Seminars. Each seminar leader submits the two best essays from the group and the winning essays are determined by a panel of judges.

BETHANY



ADMISSION



Bethany accepts applications for admission from qualified candidates. Admission is based on a careful review of all credentials presented by the candidate. The Committee on Admission accepts those it considers best qualified among those applying. In no case does the meeting of minimum standards assure admission.

Application for admission to the freshman class should be made during the final preparatory year. Decisions of the Committee on Admission are mailed beginning in October and throughout the year as completed applications are received.

The College seeks students who have prepared themselves for a liberal arts curriculum by taking at least 15 units of college-preparatory work. Although the College does not prescribe how these units should be distributed, it expects a minimum of four years of English and the usual sequences in mathematics, science, foreign languages, and social studies. For students who have developed individual curricula or are involved in experimental honors programs, the Committee on Admission makes special evaluation.

The process of application includes furnishing a transcript of completed work, a personal profile, and either the College Entrance Examination Board Scholastic Aptitude Test (SAT) scores or the American College Testing (ACT) scores. Supporting documents that might be of help in the process of admission, i.e., poetry, plays, short stories, music, artwork, photography, and journalistic writings, may also be submitted.



In addition, it is strongly suggested that an interview with an admission officer be scheduled. In many instances, students visit with a Bethany admission officer during annual interview sessions scheduled in New York, Philadelphia, and Washington, D.C. The ideal situation, however, is an interview on campus, allowing sufficient time for a comprehensive tour. During campus visits plans should be made to observe classes and to speak and dine with students and faculty.

The Admission Office is open Monday through Friday from 9 a.m. to 4 p.m.; Saturday 9 a.m. to 1 p.m.; and Sunday 1 p.m. to 4 p.m., throughout the year. Appointments may be made by calling 304-829-7611 or writing the Admission Office, Bethany College, Bethany, West Virginia 26032. A travel brochure will be sent, detailing travel routes and the comfortable overnight accommodations available at the Gresham House Motor Inn in Bethany.

TRANSFERS

Transfer students are welcome. Procedures for transferring to Bethany are similar to those for freshmen, except that the interview is required. Any student in good standing at a fully accredited institution of higher education is eligible for acceptance. A majority of students accepted as transfers have above average grades and are seeking a campus life unlike that which they have experienced.

Grades of "C" or better are accepted along with course work in which credit (on a credit/no credit basis) or pass (in a pass/fail system) has been received. If requested, course work from other institutions will be reviewed by Bethany's registrar prior to making application.

JUNIOR COLLEGE GRADUATES

Students who have received or will receive an Associate in Arts or Associate in Science Degree and find Bethany's curriculum suited to their educational goals are encouraged to apply.

Holders of the A.A./A.S. Degree who are accepted receive at least two years (minimum of 60 hours) credit, enter as juniors, and receive all the rights and privileges of upperclassmen.

FOREIGN STUDENTS

Bethany is eager to review the applications of students from other countries. Approximately 15 countries are represented on campus each semester.

Students from non-English-speaking countries are required to submit Scholastic Aptitude Test Scores or a score from the Test of English as a Foreign Language (TOEFL) for entrance.

Students from foreign countries are asked to supply funds for financing their education. Though Bethany is willing to review a request for scholarship, funds are limited.

EARLY ADMISSION

Some students complete their secondary school graduation requirements a year early and decide to pursue college admission after their junior year. For those who have demonstrated maturity and show evidence of a strong academic background, Bethany offers a program for early admission. For this type of admission, the usual admission procedures must be followed. A personal interview on campus as well as a discussion between the student's college counselor and a Bethany admission officer are required.



ADVANCED PLACEMENT

Students may receive advanced placement and/or credit from any department in the College through a testing program and must be accomplished before the end of the first year at Bethany College. Those who wish to receive credit by examination should consult with the coordinator of counseling services and the appropriate department chairmen.

Credit may be received or courses waived as a result of high scores on the College Entrance Examination Board Testing Program for Advanced Placement. The waiving of courses or granting of credit, however, are departmental matters and require consultation with the appropriate department chairmen upon matriculation.

BETHANY



EXPENSES AND FINANCIAL AID

Bethany College is a non-profit institution. Tuition, fees, and other general charges paid by the student cover less than three-fourths of the College's instructional and operational expenses. The remainder comes from income from endowment funds and from gifts and contributions. Bethany continues to keep the costs required from the student as low as possible.

COMPREHENSIVE CHARGES

Comprehensive charges of approximately \$4,900 for a year at Bethany include the following:

Tuition and Fees	\$3,420
Room	\$495
Board	\$765
Student Board of Governors	\$80
Bethany House-Benedum Commons	\$50
Linen	\$42
Health Insurance	\$46

While a general charge is stated for Tuition and Fees, this fee may be divided into \$2,920 for tuition and \$500 for the following activities and services: athletics, health service, library, lectures, plays, concerts, publications, student activities, and laboratory services with the exception of music and art.

The Bethany House-Benedum Commons Fee is charged to all registered students and covers the operation and maintenance costs of the student union.

No reduction is made in student accounts for course changes made after the first two weeks of the semester. The College is required to collect a three per cent West Virginia sales tax on published charges for room, board, linen, and parking permits. Bethany reserves the right to change, without advance notice, the price for room, board, linen, and health insurance.

WITHDRAWALS AND REFUNDS

After registration, there is no refund of room charges or fees. A student voluntarily withdrawing or withdrawing because of illness during the course of the semester will be charged 10 per cent of tuition charges for each week of attendance or part thereof. There is no refund of tuition after the tenth week of attendance. There is no refund in the event that a student is dismissed or asked to withdraw during the course of the semester. Board refund is pro-rated, based upon food costs only. Special fees are not refundable.

A student wishing to withdraw from Bethany must file written notice with the dean of students to qualify for refund of deposit and adjustment of other charges.

ADMISSION AND REGISTRATION FEES

APPLICATION FOR ADMISSION

A non-refundable \$15 fee is required at the time of formal application.

APPLICATION FOR READMISSION

Students previously enrolled in Bethany College who wish to return for additional work must file an Application for Readmission with the Registrar's Office. A \$5 fee is required at the time such application is made.

REGISTRATION DEPOSIT

Upon acceptance for admission or readmission, a \$100 registration deposit is required of all students. Once this deposit is paid it is not refunded until after graduation or until a Bethany student completes the following procedure:



Students not being graduated may have the deposit refunded after the last term of their attendance if written notice is given to the Business Office prior to the advance enrollment date for the next regular term. Such students may be readmitted by approval of the dean of students and the business manager.

MATRICULATION FEE

A \$20 fee, payable once by every new student, covers, in part, the cost of orientation and evaluation procedures for new students.

FEES FOR OVERSEAS PROGRAMS

- Paris: \$2,405 per semester for tuition and fees, room and board, and activity fees.
- Madrid: 1st semester — \$1,770 for air fare, tuition and fees, and transportation from the airport to the university. 2nd semester — \$1,135 (in addition to first semester fee).
- Sorbonne: 1st semester — \$1,770 for air fare, tuition and fees, and transportation from the airport to the university. 2nd semester — \$1,135 (in addition to first semester fee).



OTHER SPECIAL FEES

- Education 443: off-campus student teaching (per semester)\$1,770
(includes tuition, fees, and weekend board privileges in the Bethany dining hall)
- Education 475\$80
- Each academic hour when less than 13\$132
- Each academic hour in excess of 16\$107
- Auditing a course, per semester hour\$107
(a student is not charged if paying regular tuition and fees and the total program, including the audit, does not exceed 18 hours)
- Comprehensive Examination\$25
- Graduation fee\$20
- Special guidance and advisory service (pre-college)\$10 to \$25
- Special examinations in any department\$15
(there is a \$10 charge for each credit hour awarded by examination)
- Key deposit for dormitories (refunded if key is returned)\$5
- Infirmary charge per day\$5
(after the first three days each semester)
- Late registration (per day)\$3

ART FEES

Art 201	\$10
Art 210	\$10
Art 304	\$10
Art 310	\$10
Art 320	\$20
Art 325	\$15
Art 404	\$10
Art 420	\$20
Art 425	\$15

Lab fees will also be required for independent study work where departmental materials are being used.

MUSIC FEES

Private lessons, two weekly	\$115 per semester
Private lesson, one weekly	\$65 per semester
Organ Practice, one hour daily	\$33 per semester
Instrument Rental	\$9 per semester
Piano Practice, one hour daily	\$9 per semester
Voice Practice, one or two hours daily	\$9 per semester

BREAKAGE DEPOSITS

Chemistry and physics breakage deposits are covered by a \$5 breakage card which the student purchases each semester for every laboratory course in which he or she is enrolled. In the event breakage exceeds \$5, an additional \$5 breakage card must be purchased. Unused portions are refunded at the end of each academic year.

PAYMENT OF STUDENT ACCOUNTS

At registration an invoice is prepared for each student, listing all charges due for the following semester. Payments are due in accordance with the following schedule:

First Semester

By August 15 a payment of\$1,300
(Balance on account due October 15)

Second Semester

By January 15 a payment of\$1,300
(Balance on account due March 15)

Scholarships and loans may be applied as credit against August or January initial payment requirements. If after application of scholarships and/or loans, the balance is less than \$1,300, the full balance is due and payable by August 15 for the first semester and January 15 for the second semester. All special student accounts for which total semester charges are \$1,300 or less are payable in full by registration.

Students will not be permitted to register if the initial payment requirements for each semester are not met, and they may be denied College privileges if subsequent payments are not completed as scheduled. These requirements are in addition to the registration deposit. Checks or drafts should be made payable to Bethany College.

An account service fee of two per cent per month will be charged on balances outstanding on all student accounts as of October 15 for the first semester and March 15 for the second semester. This fee will be entered on all accounts the day following the above dates and at 30-day intervals thereafter for a period not to exceed 90 days. Students may not take final examinations, receive academic credit, or obtain transcripts until satisfactory arrangements are made to cover financial obligations.

STUDENT DRAWING ACCOUNT

The Business Office provides a limited banking service whereby students may deposit funds and draw on them as required. Students or their parents may make deposits to this recommended student drawing account which

avoids the necessity of keeping on hand any substantial amount of money. All checks for this account must be made payable to the Bethany College Student Drawing Account.

MONTHLY PAYMENT PLANS

Bethany has made arrangements with the Insured Tuition Payment Plan whereby student accounts may be paid on a monthly basis during the year. Arrangements to use this plan should be made prior to the registration period. Information may be obtained by writing to the Business Office, and contract forms may be obtained by writing to the Insured Tuition Payment Plan, 53 Beacon St., Boston, Mass., 02108. Contracts are to be completed by the parent or guardian of the student through direct negotiation with the payment plan office. Several other plans also are available. Contact the business manager.

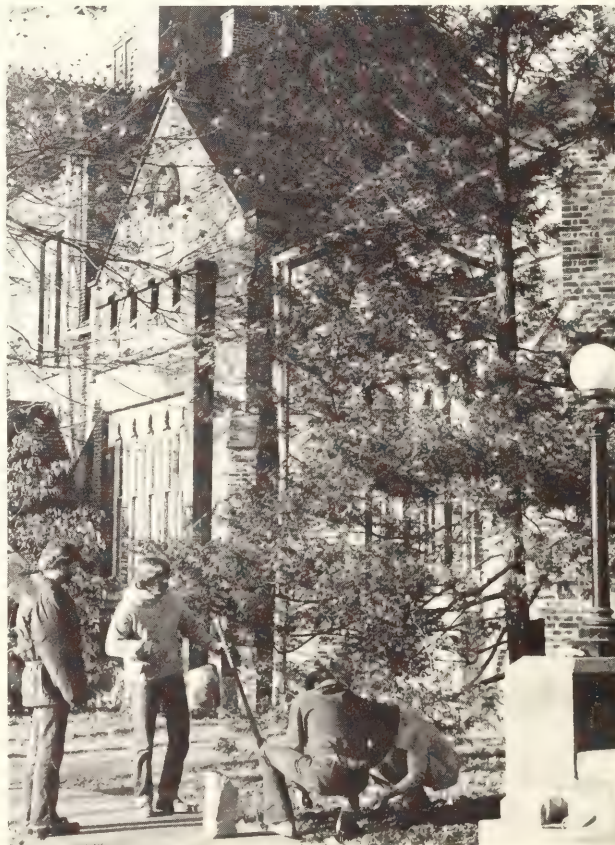
FINANCIAL AID

Bethany believes that funding of a student's education is primarily a family responsibility. However, financial assistance is available to those students whose resources will not fund a Bethany education and yet sincerely desire to attend.

All of the College's financial assistance programs are awarded through careful evaluation of the Parents' Confidential Statement (PCS), available through the college counseling offices of the student's high school. Designation of Bethany College as an appropriate institution to receive the processed information and indication of application for financial assistance on the admission application are the only procedures necessary to apply for financial aid.

Because of the large number of applications for financial aid, assignment of funds is made according to the date requests are processed. The earlier a student completes all admission materials and submits the PCS, the more funds there are available.

A financial-aid applicant whose need for assistance has been verified by the College Scholarship Service will have his or her need met through a variety of financial aids, including scholarships, loans, and College employment. The student has the option of accepting any or all of the aid offered. An interview with an officer of the College once the offer of assistance has been made can help to explain any problems. The Admission Office or the Financial Aid Office helps to arrange these interviews.



QUALIFICATIONS FOR SCHOLARSHIPS

Bethany recognizes promise and intellectual attainment by awarding a number of scholarships. These awards vary in value and are available to a limited number of entering students. Most scholarships are awarded to freshmen on a four-year basis but are continued from year to year, as needed, only if the recipient has met the following conditions:

- 1) A satisfactory scholarship index
- 2) Satisfactory conduct as a student
- 3) Worthwhile contributions to the college program
- 4) Constructive citizenship in the college community
- 5) Payment of student accounts as scheduled.

SCHOLARSHIPS

All awards are made by the Scholarship and Financial Aid Committee in accordance with the requirements of the particular endowed fund.

Rob Roy Alexander Scholarship — established to provide one or more scholarships for worthy and needy men and women, to be selected by the president.

Patrick A. and Elizabeth Berry Scholarship — established by Miss Sara Cameron to assist students from Ohio.

Bethany Women's Club Scholarship — established by the Bethany Women's Club to assist needy and worthy students.

Bison Club Scholarship — provided by Bethany alumni with principal interest in intercollegiate athletics.

Stanley F. Bittner Scholarship — established by a graduate of the Class of 1916 to provide general financial assistance.

Ashley G. Booth Memorial Scholarship — provided by friends of Ashley G. Booth, minister of the Christian Church.

Donald L. Boyd Memorial Scholarship — established by family and friends in memory of Donald L. Boyd, member of the Class of 1921 and long-time trustee of the College.

Jean A. Boyd Scholarship — established by bequest from donor.

Thomas J. Boyd Scholarship — established by Thomas J. Boyd, member of the Class of 1940.

Jonsie Brink Scholarship — awarded to worthy and eligible students.

Isaac Brown Scholarship — used to cover part of the tuition charge.

Calder Scholarship — established preferably for male students from the New England area majoring in one of the natural or life sciences.

Argyle Campbell Memorial Scholarship — established by family and friends of Mr. Campbell to assist worthy and needy students.

Chapman Scholarship — established by Stanton C. Crawford, a member of the class of 1918 and former Chancellor of the University of Pittsburgh, to honor a pioneer frontier family.

Charnock Family Scholarship — established by Miss Ethel Charnock, member of the Class of 1912, to assist students at the sophomore level or above.

Class of 1969 Scholarship — provided as a scholarship grant to begin with the 1984-85 college year. First preference will be given to descendants of the Class of 1969.

Class of 1970 Scholarship — provided as a scholarship grant to begin with the 1985-86 college year. First preference will be given to descendants of the Class of 1970.

M. M. Cochran Scholarship — established to cover a part of the tuition charge.

James W. Carty, Jr. Scholarship — established by Carl A. Krumbach, a member of the class of 1973, to aid worthy students interested in journalism.

Juanita R. Curran Scholarship — established to provide scholarship assistance to worthy students.

Irene O. Darnall Scholarship — established by Irene O. Darnall to assist needy and worthy students.

Helen Day Scholarship — awarded to members of Zeta Tau Alpha Sorority.

Marion and Frank Dunn Scholarship — established by Frank K. Dunn, former Assistant to the President of Bethany College, to assist worthy and eligible students.

East Side Christian Church of Denver, Colorado Scholarship — given to provide modest matching funds for a student at Bethany College.

Ekas-Evans Scholarship — established by Dr. and Mrs. Ward Ekas of Rochester, New York, whose daughter, Elizabeth Ellen Ekas, was a member of the Class of 1957.

Newton W. and Bessie Evans Scholarship — established by Mr. Newton W. Evans, former Bursar and Treasurer of Bethany College, to assist worthy students.

Joe A. Funk II Scholarship — established by Bethany alumni and friends of the Funk family in memory of a young man who lost his life in Viet Nam.

Samuel George Memorial Scholarship — established by bequest from the donor to provide one-fourth tuition scholarships to all graduates of Brooke (West Virginia) High School who qualify for admission.

Greensburg Area Scholarship — established anonymously in 1953 to assist students of ability and need from the Greensburg, Pennsylvania, area.

Aleece C. Gresham Scholarship — presented as assistance to outstanding students in the field of music.

Perry and Aleece Gresham Scholarship — established by Dr. and Mrs. Perry E. Gresham to assist worthy and eligible students. Special consideration is given to young people interested in music or philosophy.

Campbell Allen Harlan Scholarship — established by Mr. Campbell Allen Harlan, former Bethany College Trustee from Detroit, Michigan, to assist students of unusual ability in the fine arts.

Florence M. Hoagland Memorial Scholarship — established for needy and worthy students by Miss Frances Cables of New Hampshire in memory of Florence M. Hoagland, Head of the Department of English and Advisor for Women at Bethany from 1936 to 1946.

Ida M. Irvin Scholarship — awarded to a senior student.

Flora Isenberg Scholarship — given to provide assistance for students of the liberal arts and sciences.

Albert C. Israel Scholarship — used to apply to tuition of a descendant of Albert C. Israel.

Kennedy-Jones Scholarship — provided by Violet Kennedy-Jones in honor of her family.

John H. and Ida H. King Scholarship — awarded to students under terms approved by Trustees of the College in accordance with the will of the donors.

George A. Kinley Scholarship — provided to assist worthy West Virginians.

Forrest H. Kirkpatrick Scholarship — established by Dr. Kirkpatrick, member of the Class of 1927, to be used to help students who are sons or daughters of alumni. Dr. Kirkpatrick was a Bethany professor and dean for many years.

Donald E. Lewis Memorial Scholarship — established by family, friends, and the Beta Beta Chapter of Kappa Alpha Order in memory of a graduate of the Class of 1933.

Emma A. Lyon Scholarship — given to memorialize a pioneer Christian missionary to China. This endowment was initiated by a gift from Mrs. Mary M. Farm of Hawaii.

Maude Schultz Lytle Scholarship — established by friends and family in memory of a graduate of the Class of 1915.

Charles L. and Rose Melenyzer Scholarship — established by Dr. Charles Melenyzer, member of the National Board of Fellows of Bethany College, to be used to assist worthy young people who attend Bethany. First consideration will be given to the young people of the Monongahela Valley.

H. J. Morlan Scholarship — established by Halford J. Morlan to assist needy and worthy students.

Louise Birch Myers Scholarship — used to promote international, intellectual, and cultural understanding through the support of scholarships for exchange students.

William Kimbrough Pendleton Scholarship — established to assist students from West Virginia by Clarinda Pendleton Lamar in memory of her father, William Kimbrough Pendleton, member of the first faculty and second president of the College.

Ralph E. Pryor Memorial Scholarship — established by family and friends of Judge Pryor, a member of the Class of 1942, with preference for students from the First Judicial Circuit of West Virginia.

Eli and Lee Rabb Scholarship — used as scholarship assistance for students from the Upper Ohio Valley.

Reader's Digest Foundation Scholarship — established by the Reader's Digest Foundation to assist worthy and needy students.

Herbert and Marguerite Rech Scholarship — used to assist needy and eligible students.

Edwin K. Resseger, Jr. Memorial Scholarship — provided by Mr. and Mrs. Kenneth Resseger of the Class of 1933.

James Derrick Reynolds Memorial Scholarship — established by parents and friends of a young man who lost his life in Viet Nam.

E. E. Roberts Scholarship — created in memory of Professor E. E. Roberts who taught journalism at Bethany College from 1928-1960.

Louise Ford Rowan Scholarship — established in her memory by her son, Archibald H. Rowan of Texas, to provide financial assistance for a woman student.

Archibald H. Rowan, Jr. Memorial Scholarship — established by Archibald H. Rowan of Texas, in memory of his only son. It is awarded annually to a male student.

Richard B. Scandrett, Jr., Scholarship — established for the purpose of furthering international education and understanding.

Richard L. Schanck Scholarship — established by friends in memory of Dr. Schanck, Professor of Sociology at Bethany College from 1952-1964.

Elizabeth M. Shrontz Scholarship — established by bequest from the estate of Elizabeth Shrontz from Washington, Pennsylvania.

Richard H. Slavin, Jr., Memorial Scholarship — given in memory of a graduate of the Class of 1950 who served as a Bethany faculty member from 1956-63.

Adelaide E. and Arthur C. Stifel Scholarship — established by Mr. and Mrs. Arthur C. Stifel of Wheeling, West Virginia.

Peter Tarr Heritage Scholarship — established by Geneva Tarr Elliott, member of the Class of 1927, to provide scholarship assistance to students in memory of the Tarr family's association with Bethany College since the days of its founding.

Russell I. Todd Scholarship — a general scholarship endowment with preference for students planning to enter a health associated career.

Stewart King Tweedy Memorial Scholarship — established by Mr. and Mrs. H. L. Tweedy and friends in memory of their son, member of the Class of 1964, who was killed in Viet Nam.

William H. Vodrey Scholarship — established by Mr. William H. Vodrey, a member of the Class of 1894, to assist students from the East Liverpool, Ohio, area.

Nannine Clay Wallis Scholarship — given to provide financial assistance for students, preferably from Kentucky, enrolled at Bethany.

Campbell-Hagerman-Watson Memorial Scholarship — established by a bequest from the estate of Mrs. Virginia Hagerman Watson, a member of the Class of 1904, to provide support for foreign exchange students.

G. A. Willett Scholarship — established to cover part of the tuition charge. The student receiving this scholarship is to be nominated by a member of the Willett family.



DESIGNATED SCHOLARSHIPS

The following endowed scholarship funds have been established to assist students preparing for church-related vocations:

Florence Abercrombie Scholarship — established by a bequest from the estate of Florence Abercrombie.

Ada P. Bennett Memorial Scholarship — established by O. E. Bennett, a member of the Class of 1925, and family and friends.

Osborne Booth Scholarship — named after a long-time member of the Bethany faculty to provide financial assistance for students preparing for the ministry.

Brightwood Christian Church Timothy Scholarship — established by members of the Brightwood Christian Church, Bethel Park, Pennsylvania.

Lotta A. Calkins Scholarship — established by a bequest from the estate of Lotta A. Calkins.

Thomas Richard Deming Scholarship — established by friends, family, and members of the First Christian Church, Charleston, West Virginia.

Fairhill Manor Christian Church Timothy Scholarship — established by the Washington, Pennsylvania, congregation.

Jennie I. Hayes Scholarship — established by Jennie I. Hayes, a member of the Class of 1904.

Harry L. and Eva Ice Timothy Ministerial Scholarship — established by Mr. and Mrs. Robert H. Lee of Pittsburgh, Pennsylvania, honoring Dr. and Mrs. Ice in recognition of Dr. Ice's productive and untiring work in establishing and building Bethany's Timothy Ministerial Training Program.

William H. McKinney Scholarship — established by family and friends in memory of a Bethany graduate of the Class of 1923 to provide assistance for students preparing for church vocations.

Isaac Mills Scholarship — provided to cover part of the tuition charge of a ministerial student.

Herbert Moninger Scholarship — established in memory of Mr. Herbert Moninger, a graduate of the Class of 1898.

Edward S. Moreland Scholarship — provided by members of the Walnut Hills Christian Church, Cincinnati, Ohio, and friends of an outstanding Disciple leader who was graduated from Bethany College in 1927.

Mr. and Mrs. Arch R. Morgan Scholarship — established by these friends of Bethany College from Seattle, Washington.



Parsons Memorial Timothy Scholarship — established by the Heights Christian Church, Shaker Heights, Ohio, and friends in memory of Dorothy and Waymon Parsons for dedicated leadership to this church and Brotherhood of Christian Churches (Disciples of Christ).

E. J. Penhorwood Scholarship — named for a Bethany graduate of the Class of 1918 to provide assistance for students preparing for the ministry.

Perry Scholarship — established in memory of Professor and Mrs. E. Lee Perry. Professor Perry was a member of the Class of 1893, Professor of Latin at the College from 1908 to 1939, and Professor Emeritus from 1939 to 1948.

Rosemary Roberts Memorial Scholarship — established by family and friends in memory of a Bethany graduate of the Class of 1942 to provide assistance for a woman preparing for Christian service.

Sala Family Memorial Scholarship — established by Dr. John R. Sala, Class of 1926, former Dean of the Faculty at Bethany College.

Minnie W. Schaefer Scholarship — awarded to students preparing for Christian service.

Edith and Chester A. Sillars Scholarship — established by Chester A. Sillars, former Director of Church Relations at Bethany College.

Charles C. Smith Scholarship — established by family and friends in memory of Mr. and Mrs. C. C. Smith whose lives were dedicated to the Christian ministry.

J. T. Smith Scholarship — established by Mr. J. T. Smith, friend of Bethany from Memphis, Tennessee.

John E. Sugden, Jr. Fund — established to assist in the form of either loans or grants.

Harriett Mortimore Toomey and John M. Toomey Scholarship — established by John C. Toomey and friends to assist students in musical education.

Robert S. and Marie J. Tuck Scholarship — established by members of the Central Christian Church, Wooster, Ohio, where the Tucks, both Bethany graduates, served for 44 years.

Hollis L. Turley Scholarship — established by a bequest from the estate of Hollis L. Turley, a member of the Class of 1925 and former Bethany trustee.

Vinson Memorial Scholarship — established by Z. T. Vinson, Class of 1878, through the Central Christian Church, Huntington, West Virginia.

Raymond E. and Eunice M. Weed Scholarship — established by Dr. Raymond Weed, former curator of the Campbell Mansion near Bethany.

Josiah N. and Wilminia S. Wilson Scholarship — established by Josiah N. Wilson to assist students preparing for the Christian ministry.

The following endowed scholarship funds have been established to assist students from backgrounds of the Christian Church (Disciples of Christ):

Fannie M. Bennett National Campbell Scholarship — established by a gift from the estate of Fannie Bennett who was a member of the Class of 1926.

Ben and Leona Brown Scholarship — established by Mrs. Leona Brown of Washington, Pennsylvania, in memory of her husband.

Jessie M. and Frank P. Fiess National Campbell Scholarship — established by Mr. and Mrs. Frank P. Fiess whose daughters, June Fiess Shackelford and Emma Lee Fiess Baldwin, were members of the Classes of 1941 and 1944 respectively.

V. J. Hopkins and Mary L. Hopkins Scholarship — operated under the principles of the National Campbell Scholarship program.

National Campbell Scholarships — established in memory and honor of Alexander Campbell for the purpose of developing able and dedicated lay leadership in the Christian Church. Awards are in recognition of Christian service and academic accomplishment.

Richmond Avenue Christian Church of Buffalo Scholarship — established for students enrolled at Bethany from Western New York and preferably of Disciple background.

Webster Groves Christian Church Scholarship — designed to provide financial assistance for students coming from the Christian Church (Disciples of Christ), preferably from Missouri. This scholarship was established in honor of Dr. Perry E. Gresham, twelfth president of Bethany College, and his wife, Aleece.

SUSTAINED AWARDS

A limited number of financial grants are available from the following annually sustained programs:

Automatic Retailers of America, Inc., Slater School and College Services Scholarship — awarded to a student waiter or waitress selected by the Faculty Committee on Scholarship and Financial Aid and the ARA management.

H. L. Berkman Foundation Scholarship — provides an award for one or more students residing in the Upper Ohio Valley.

Bowling Green Area Scholarship — established by a graduate of the Class of 1923 to assist Bethany students from the Bowling Green, Ohio area.

Robert M. and Katie W. Campbell Scholarship — awarded to students preparing for vocations related to the Christian Church (Disciples of Christ).

A. Dale Fiers Ministerial Athletic Scholarship — awarded to recognize and encourage the scholastic and athletic skill of an outstanding upperclassman preparing for the Christian ministry.

Alex and Loyda Guard Scholarship - (Mr. and Mrs. A. C. Guard) — awarded students studying for Christian Ministry.

Rowan Memorial Scholarship — awarded to students recognized by the college administration for good citizenship and participation in college affairs.

West Virginia Consumer Finance Association Scholarship — provides an award for a student selected by the Faculty Committee on Scholarship and Financial Aid.

EXTERNAL TRUST SCHOLARSHIPS

Through trust funds established in major banking houses, the following scholarship awards are available:

Nelson Evans Cook Scholarship — created to memorialize an outstanding metallurgist by providing financial assistance for chemistry students.

Catherine Graves Scholarship — given to a Bethany student from Wheeling, W. Va., in accordance with an educational trust fund established in the Pittsburgh National Bank.

Hayes Picklesimer Scholarship — established by the West Virginia Emulation Endowment Trust to provide scholarship help for residents of West Virginia.

William A. Stanley Scholarship — established by an outstanding West Virginia churchman who had lengthy careers in both education and business.

Peter T. Whitaker Scholarship — created by a young graduate who found at Bethany the kind of education he sought.



LOAN FUNDS

The following loan funds have been established to assist students under the general supervision of the Scholarship and Financial Aid Committee:

William G. and Carrie E. Bunyan Student Aid Fund — established by a bequest from the estate of the late Mrs. Bunyan of Brockway, Pennsylvania.

Carman Loan Fund — established in honor of Martha Cox Carman of the Class of 1916 and Forrest A. Carman of the Class of 1914 by their son, Donald C. Carman.

Meril and Marguerite May Student Loan Fund — established by Mr. and Mrs. Meril May of Garrettsville, Ohio.

J. West Mitchell Medical Loan Fund — provided to assist pre-medical undergraduates and Bethany graduates enrolled in accredited medical schools.

Phillips Loan Fund — established in 1890 by Thomas W. Phillips, Sr., of New Castle, Pennsylvania.

Renner-Steindorf Student Loan Fund — established by Dr. R. R. Renner and his wife, Jennie Steindorf Renner, of Cleveland, Ohio.

Ethel E. Sivon Student Loan Fund — established by family, friends, and members of the First Christian Church of Ravenna, Ohio.

BETHANY



ACADEMIC PROGRAM



THE BETHANY PLAN

Students differ in ability, motivation, tastes, aspirations, and modes of learning. No one program will serve the diverse needs of all Bethany students. However, some structure is necessary to give guidance to students by providing various teaching and learning methods.

The Bethany Plan attempts to integrate a four-year liberal arts education which provides a vast degree of freedom in designing individual programs yet gives enough structure to insure depth, breadth, and integration of knowledge.

The Bethany Plan provides many learning opportunities both on and off campus. The Plan involves a classroom-based program in which students attend interdisciplinary lecture courses, participate in small seminar groups, initiate and present independent studies, perform laboratory research, write papers, and utilize library materials.

The Bethany Plan also includes an experience-based program, a group of four practicums which encourages students to become involved in the world of work, to exercise responsible citizenship, to develop physical and recreational skills, and to experience living in a culture different from their own. These learning opportunities are not random experiences. They are carefully planned by the student and his or her advisor. Students must continually justify their decisions and examine their academic and field experiences in relationship to their vocational and personal goals.

ACADEMIC CALENDAR

The Bethany calendar consists of two 15-week semesters and a four-week voluntary interim session in January: The Fall semester — September to before Christmas; the spring semester — February to the end of May; and the January Term — a voluntary session which students may elect to use for intensive study on campus or for off-campus work.

Some courses are offered over the full 15 weeks; others, for the first or second-half of the semester. This division provides additional flexibility for students to do off-campus study and internships.



ACADEMIC ADVISOR

The student/advisor relationship is the cornerstone of a Bethany education. The student and his or her advisor work together to develop appropriate classroom and experience-based programs. If not during private meetings, freshmen see their advisor two times a week during the first semester to discuss work in the freshman seminar.

Usually during the sophomore year, students select a major field of concentration, thus transferring to an advisor associated with their major area of interest.

ACADEMIC REVIEW COMMITTEE

The faculty members who sit on the Academic Review Committee evaluate student requests for exceptions to regular academic policies and regulations. Student requests are submitted in writing and should include the advisor's recommendation.



REQUIREMENTS FOR GRADUATION

The Bachelor of Arts degree is conferred upon the student who satisfactorily completes the following requirements:

- 1) 128 semester hours with a minimum cumulative gradepoint average of 2.0
- 2) a freshman seminar
- 3) a freshman interdisciplinary lecture course
- 4) the distribution requirement
- 5) a field of concentration
- 6) demonstrated proficiency in expository writing
- 7) a senior project
- 8) the comprehensive examination in the major field
- 9) the practicum requirement
- 10) the residence requirement
- 11) attendance at the commencement exercise

The degree of Bachelor of Science may be conferred upon a student who completes the Bachelor of Arts requirements and who chooses to major in any one of the following departments: biology, chemistry, mathematics, physics, or psychology (B. S. plan).

FRESHMAN STUDIES PROGRAM

Freshman Seminar: All entering freshmen enroll in a freshman seminar during the fall semester of the freshman year. The professor directing the seminar also serves as the student's advisor.

Freshman Interdisciplinary Course: Freshmen elect a freshman interdisciplinary course either in the fall or spring semester of the freshman year.

For descriptions of the courses offered in this program see pages 67-70.

PRACTICUM PROGRAM

The practicum program is a progressive effort to make a student's academic studies more relevant to the everyday world. The practicums are practical experiences encompassing values Bethany believes to be essential to a complete education.

Students complete four practicums in a non-classroom setting in which they actualize the goals of the College. These four practicums are (1) an example of responsible citizenship, (2) an awareness and involvement in health, physical education and recreation, (3) an intercultural living experience, and (4) a vocationally oriented placement. The successful completion of the four practicums is required for graduation.

Each practicum experience should be a self-examination of values related to that practicum; a demonstration that liberal studies are relevant to personal development and to the fulfillment of obligations as a citizen.

With the assistance of the student's advisor and the director of practicums, the student develops practicum proposals. These proposals must have the approval of a faculty member and meet the guidelines established for each practicum. After each practicum, the student completes an evaluation of the experience.



The development of meaningful practicum experiences is an important part of the academic program, and the College is committed to providing competent counseling and assistance to the students.

Seniors must fulfill all proposals by February 10 and all evaluations by April 15 of the graduation year.

Further information concerning the practicum program may be obtained by contacting the director of practicums.

DISTRIBUTION REQUIREMENT

To insure breadth of knowledge among its graduates, Bethany requires a demonstration of competence in a variety of disciplines.

Every student must elect at least 12 hours from each of the three following divisions:

Social Sciences

Communications 101, 402; Economics; Education 201, 202, 401; History; Political Science; Social Science; and Sociology.

Physical and Life Sciences

Biology; Chemistry; General Science 101, 102, 201, 202, 209, 210; Geology; Mathematics; Physics; and Psychology.

Humanities

Art: Communications 203; Fine Arts; Foreign Languages; Literature; Music, Philosophy; Religious Studies; and Theatre. Not more than four hours may be earned in applied fine arts courses.

All courses taken to satisfy distribution and field of concentration requirements must be taken on a graded basis.

Any student may be exempted from the distribution requirement in any one of the three divisions through

successful completion of the Undergraduate Record Examination by the end of the sophomore year with a score equal to or surpassing the national norm.

All students are required to pass Religious Studies 100. Generally, this course is taken in the freshman or sophomore year. This course may be used to fulfill part of the distribution requirement in humanities.

FIELD OF CONCENTRATION

The field of concentration may be either departmental or faculty-student initiated. The following guidelines specifically exclude any language requirements necessary for professional certification or for admission to a graduate program.

A departmental field consists of a minimum of 24 credit hours (excluding the senior project) and a maximum of 48 hours within the department. No more than 24 hours from related disciplines may be required by a department.



The faculty-sponsored or student-initiated field, which may cut across departmental lines, may be developed. This interdisciplinary field of concentration requires the approval of the Committee on Interdisciplinary Study. Such fields consist of a minimum of 24 hours (excluding the senior project) and a maximum of 72 hours. No more than 48 hours in any one department will be counted toward graduation. Examples of faculty-sponsored programs approved by the Committee on Interdisciplinary Study include a Mathematics-Physics program for pre-engineering (see Mr. Hudnall or Mr. Grimes) or a Sports-Communications program (see Mr. Carty and Mr. Hutter). The interdisciplinary studies program is described on pages 109-110.

WRITING PROFICIENCY REQUIREMENT

Every student must achieve and maintain a high level of proficiency in expository writing. All students must take the Diagnostic Writing Test immediately upon enrolling at Bethany. This test identifies the strengths and weaknesses in each student's writing and enables the English Department to suggest ways in which the students may develop their strengths and eliminate their weaknesses. Thereafter, each student must demonstrate annually that they have maintained or improved their proficiency by taking Writing Qualification Tests.

All students are required to take the Writing Qualification Tests in the following sequence: the first during the freshman year; the second during the sophomore year; the third during the junior year. Students are excused from taking a Writing Qualification Test during any year in which they demonstrate their proficiency by achieving a grade of C+ or better in English 100, 140, 150, 200, 210, 213, or 310.

The English Department will certify that students have satisfied the College writing proficiency requirement for

graduation when they have demonstrated proficiency in one of the following ways:

1. By taking the first, second, and third Writing Qualification Tests and demonstrating a high level of proficiency on the third Test (or in a writing course taken instead of this Test).
2. By demonstrating a high level of proficiency on both the first and second Writing Qualification Tests (or in writing courses taken instead of these Tests). A student whose proficiency is certified in this way is excused from taking the third Writing Qualification Test.
3. By demonstrating a high level of proficiency on a special Writing Qualification Test taken as part of English 120. Any student who has not satisfied the writing proficiency requirement before the beginning of their senior year must enroll in English 120 (a non-graded, non-credit course in expository writing). Writing Qualification Tests may be taken by seniors only when they are enrolled in this course.

Additional information about the Writing Qualification Tests and courses may be found on page 93.

SENIOR PROJECT

Every student must produce a project which meets the standards of his or her field of concentration. The project is received and evaluated during the final semester of the senior year. Two to eight hours of credit are given after the final evaluation and approval of the project. Scheduling of the project is at the discretion of the department or the student's advisory committee.

The project is evaluated by at least one person in the field of concentration other than the student's advisor(s). The final evaluation is made in consultation with the student. The project is made available to the college community.



SENIOR COMPREHENSIVE EXAMINATION

Each student must pass the Senior Comprehensive Examination. All requirements in the field of concentration must be met and the student must have a 2. cumulative average in the field of concentration before the examination may be taken.

The examination consists of two parts, written and oral. In some departments, sections of the Undergraduate Record Examination may also be considered part of or prerequisite to the Senior Comprehensive.

The examination is given twice yearly, in January and in May. The oral part of the examination is scheduled by the registrar as soon as practicable after the written, but in no case more than two weeks later.

Seniors who have completed all the requirements in their field of concentration may take the examination in January with the consent of their advisor(s).

Students failing the examination in January may take it again in May.

Students in departments which consider sections of the Undergraduate Record Examination as part of the Senior Comprehensive Examination take the URE immediately preceding their written and oral examinations.

Students who fail the examination may take it at any time it is regularly given within the following 12 months. If they fail a second time, they may petition the faculty for a re-examination during the following year. No student may take the examination more than three times.

POLICY ON WORK INTERSHIPS

A student may spend a semester combining practical professional experience with formal off-campus study. A student wishing to do this must arrange a full-time job in his or her chosen area and arrange independent study integrating this work experience with formal theoretical study.

A written proposal, signed by the department in which the student intends to earn academic credit, must be submitted to the Curriculum Committee of the College. This proposal must also be signed by the faculty member charged with supervising and evaluating the project. The proposal must include a description of the student's goals in undertaking the program, a description of the experience that includes a summary of his or her responsibilities and the name of his or her supervisor, a description of the formal independent study course work, an explanation of the way in which the program relates the work experience and the formal independent study course work, and a description of the methods to be used in supervising and evaluating the entire project.

Eight credit-hours will be awarded for satisfactory completion of the project. No additional academic work may be taken during the semester of the project.

RESIDENCE REQUIREMENT

Four years are usually required to satisfy the course and residence requirements for the baccalaureate degree. Students of superior ability may complete the requirements in less time. As a rule, the senior year or the last two

semesters are to be spent in residence at the College. However, students who have had one full year of residence previous to their senior year, and who apply for and are approved by the Academic Review Committee for off-campus study programs during their senior year, are permitted to count that work toward graduation requirements.

INDEPENDENT STUDY

Each department offers independent study for those students who have demonstrated the ability to work individually in some area of special interest. The student selects an area of study, subject to the approval of the chairman of the department, after which he or she completes an Application for Independent Study in the Registrar's Office before the start of that semester.

JANUARY TERM

The January Term provides opportunities for students to supplement and extend the learning experiences available during the traditional academic year. In January, students may participate in experimental courses, study single topics intensively, travel and study in various parts of the world, undertake an independent study, or fulfill a practicum.

During January, course offerings at other colleges across the country, including many foreign and domestic travel programs, are open to Bethany students through an exchange program.

Participation in the January Term is entirely voluntary.

SUMMER TERMS

There are two five-week summer terms and an 11-week independent study period. Most summer school courses are taught as seminars, tutorials, or independent studies.

For additional information, consult with the director of the summer school.

COOPERATIVE U.S. STUDY OFFERINGS

ACADEMIC COMMON MARKET

Bethany is a member of the Academic Common Market, an interstate agreement among southern states for sharing academic programs. This agreement allows Bethany students, who qualify for admission, to apply for enrollment in 80 graduate degree programs in other common market states on an in-state tuition basis. This program is sponsored by the Southern Regional Education Board. Further information concerning the Academic Common Market may be obtained by contacting the director of placement.

ENGINEERING PROGRAMS

Special arrangements have been made with Columbia University in New York City (The Combined Plan), Georgia Institute of Technology in Atlanta (Dual-Degree Program), and Washington University in St. Louis (Three-Two Plan) for students interested in becoming professional engineers or applied scientists.

Students participating in one of these programs spend three years in the liberal arts environment at Bethany College and then attend either Columbia, Georgia Tech, or Washington University for an additional two years. The programs permit the student to earn both a bachelor's degree from Bethany and a B.S. in engineering or applied science from the cooperating engineering school upon completion of the five-year sequence.

The broad educational experience gained at Bethany and the engineering school is aimed at producing engineers and applied scientists who are better prepared to meet the social, political, economic, and environmental problems of today's world.

Entering freshmen who are interested in this program should select the appropriate level calculus course and either Chemistry 101 or Physics 201, depending on their career interest. This will allow for maximum freedom in course selection and career choice in subsequent semesters. Interested students should consult with the engineering advisor at their earliest convenience.

WASHINGTON SEMESTER

Arrangements have been made for one or two advanced students in history, political science, economics, or sociology to pursue studies in these fields under the direction of the American University in Washington, D.C. A student participating in this plan takes six to nine hours in regular academic work and six to nine hours in the study of government supervised by Bethany College and American University. Participants in the program must be recommended by the program advisor and have the approval of the dean of the faculty.

The Department of Political Science and History administers a program in conjunction with the West Virginia University Foundation in which an outstanding junior or senior is selected each year to spend one week in Charleston studying three branches of state government. Two hours of credit may be granted for this program.

OVERSEAS STUDY OFFERINGS

Under approved supervision and direction, qualified students may secure credit for formal work completed in foreign colleges and universities. To be eligible for study abroad, the student should normally be a junior and must have the approval of the International Education Committee.

MADRID STUDY PROGRAM

Under special arrangement with the University of Madrid, qualified Bethany students may enroll for a semester or full year at the university.



OXFORD SEMESTER

Under this program, approximately 20 students spend the fall semester in Oxford, England, studying British literature, history, and culture with a Bethany professor. Participants are matriculated as full-time students at Bethany College, but live and study in Britain. Alternate years: Fall 1978-79.

PARIS SEMESTER

A group of approximately 15 students and one Bethany faculty member spends the fall semester in Paris, studying French civilization, literature, and language. This program is not designed for French majors and thus requires the equivalent of only one semester of college French for eligibility. Instruction is in English. Students take a French language course at their own level. Participants are matriculated as full-time students at Bethany College, but live and study in Paris. Alternate years: Fall 1979-80.

PARIS SORBONNE PROGRAM

Under special arrangement with the Sorbonne, qualified Bethany students may enroll for a semester or full year in its Cours de Langue et de Civilisation Francaise. Bethany's official representative in Paris serves as counselor to Bethany students during their stay at the Sorbonne.

TÜBINGEN STUDY PROGRAM

Qualified students are given an opportunity to do intensive study in the German language and to work out an individualized program at the University of Tübingen, Germany. An adjunct member of the Bethany faculty serves as mentor.

SCANDINAVIAN SEMINAR

After an intensive study of the native language in a Scandinavian country, students enroll in a higher institution as fully matriculated students in that country.

OTHER OVERSEAS PROGRAMS

There are many additional overseas programs in which Bethany students have participated. These include:

- 1) Beaver College Semester at the City College of London (England)
- 2) Fairleigh-Dickinson University Semester at Wroxton College (England)
- 3) Brandeis University Semester at Hiat Institute (Israel)
- 4) Michigan State University AMLEC Foreign Language Centers throughout Europe
- 5) University of Glasgow, Scotland
- 6) Central College (Pella, Iowa) International Studies Program in Austria, England, Spain, Mexico, or France.
- 7) Wagner College Program in Bregenz, Austria
- 8) Schiller College in Heidelberg, Germany

The coordinator of international education programs provides interested students with information concerning programs which have been examined and approved.

CONTINUING EDUCATION PROGRAM

Believing that education is a life-long process, Bethany has instituted a non-degree, non-traditional program of continuing education within the framework of the liberal arts tradition of the College. The Leadership Center for Continuing Education serves as the physical setting for the vast majority of instructional activities in this program.

Continuing Education Units (CEUs) are awarded (one for every 10 contact hours) to participants in the program. The Registrar's Office maintains a continuing education transcript for each participant.

Most continuing education programs at Bethany comprise intensive, short-term, residential seminars, institutes, and workshops which are aimed at assisting people of all ages and backgrounds to deal with the complexities of modern living.

A large percentage of the offerings are developed by Bethany's faculty and staff while others are conducted by a broad spectrum of business, industrial, educational, professional, and church organizations which bring their students and educational formats to the Leadership Center.

POLICY ON CROSS-LISTED COURSES

When a course which is part of a department's *requirements* for its field of concentration is cross-listed, a student concentrating in that field may register for the course in any department in which it is cross-listed, but it will count as part of the maximum credit which may be earned by the student within the department of his or her field of concentration.



COURSE LOAD

A normal semester load is 16 hours. However, a student may elect activities courses (music, chorus, band, physical education) up to two hours with no additional fee charge. For example, a student could elect a one-hour activity course, two one-hour activity courses, or a two-hour activity course. Thus, the maximum academic course load is 16 hours plus two hours of activities courses. Permission to take additional courses must be obtained from the dean of the faculty. Fees will be charged for any such approved courses. Applications for excess hours are available in the Registrar's Office. A full-time student is defined as any student carrying at least 12 hours per semester.

GRADING SYSTEM

Letter grades given and their equivalents in quality points are:

A	4.00	C	2.00
A-	3.75	C-	1.75
B+	3.25	D+	1.25
B	3.00	D	1.00
B-	2.75	D-	.75
C+	2.25	F	.00

Students are required to take at least 100 hours of letter-graded work.

Grades mean: *A, Excellent; B, Good; C, Satisfactory; D, Inferior; F, Failure.*

Other report abbreviations and their meanings are:

Cr. *Credit.* No quality points.

NCr. *No-Credit.* No quality points or academic penalty.

F. *Failure.* No quality points; denotes work that is unsatisfactory.

Inc. *Incomplete.* Incomplete work is a result of sickness or some other justifiable reason. An incomplete must be removed by the end of the fourth week of the following semester, unless an extension of time is granted by the dean of the faculty. It is not possible for a student to remove an incomplete after 12 months.

W. *Withdrawn.* No penalty.

WF. *Withdrawn failing.* No quality points; indicates a course dropped with permission after the fifth week of the semester, with the student failing at the time of withdrawal. A grade of WF has the same effect on the student's grade-point average as an F.

Any student who carries 12 hours of letter-graded academic work may elect to take additional work on a Credit-No Credit basis in courses which are not used for the field of concentration or the distribution requirement.

A report of the scholastic standing of students is received at the Registrar's Office at mid-semester in addition to the final semester reports. These reports are sent to the faculty advisor and the parents or guardians of each student.

CHANGE OF SCHEDULE

During the first five class days of each semester, a student, with the approval of his advisor, may drop or add any course. No classes may be added after this time. With proper approval, a student may drop a course anytime before the final.

CLASSIFICATION OF STUDENTS

For sophomore rank a student must have at least 25 hours of academic credit. Admission to full junior standing is conditioned upon the student having at least 60 hours of

academic credit. For senior class rank the student must have at least 94 hours of academic credit.

Students are not considered candidates for the baccalaureate degree until they have been granted senior classification, have filed an application to take the Senior Comprehensive Examination in their field of concentration, and have filed an application for a degree.

CLASS ABSENCE POLICY

Students are expected to attend all class and appropriate laboratory meetings of a course and to participate in all outside activities that are a part of the course.

It is the responsibility of individual instructors to record attendance and to evaluate its importance in determination of course grades. Accordingly, instructors prepare at the beginning of each semester a written statement explaining their attendance policy and their consideration



of unexcused absences, make-up for excused absences, and related matters, which are in force for the whole semester. The instructor files this statement in the library and with the dean of the faculty. At the first class meeting, it is to be distributed to the class.

The dean of students grants excused absences in the event of serious personal or family emergencies or authorized College events. The dean of students files these excused absences with the registrar who issues reports to the faculty. Names of students who are seriously jeopardizing their academic progress by class absence are given to the dean of students, who initiates counseling with the student. Instructors may drop students with a WF (withdrawn failing) if absences are continued after consultation.

WITHDRAWAL

An honorable dismissal is granted to students in good standing who may desire to withdraw from the College if they have satisfied their advisor and a responsible officer of the College that there is a good reason to justify such action. Students asking to withdraw should present a written request to the dean of students along with a statement of approval from parent or guardian. The recommendation of the dean of students is next presented to the business manager and then to the registrar for final record. No withdrawal is considered complete until this procedure has been carried out.

PROBATION

The term "on probation" is applied to students who are allowed to continue at Bethany after having failed to meet the standards expected by the faculty and administration. Students may be placed on probation for any of the following causes:

- 1) Unsatisfactory scholastic record. The following academic bases will be used to determine probation each

semester: Freshmen must achieve at least 1.7, Sophomores 1.8, and Juniors and Seniors 2.0.

- 2) Unsatisfactory class attendance during the semester or preceding semester.
- 3) Unsatisfactory conduct at any time.

Probation is intended to be a warning to students (and to their parents or guardians) that their record is unsatisfactory and that unless significant improvement is made they will be asked to withdraw from the College. At the end of a semester on probation the student's total record is reviewed. Continued enrollment depends upon the trend of academic performance. The Academic Review Committee may dismiss any student if the student is not likely to meet the requirements for graduation in the usual period of four years. An extension of the four-year period



is granted only when there are extenuating circumstances.

While on probation, a student is not eligible to receive any grants from College scholarship or loan funds.

SPECIAL EXAMINATIONS

A student justifiably absent from a final examination or a test given in connection with regular class work is permitted to take a special test without payment of fees with the consent of the instructor and approval of the dean of the faculty. For any other examination a fee must be paid at the Business Office before the examination is taken, and the proper receipt must be presented to the instructor at the time of the examination.



TRANSCRIPT OF RECORDS

Students wishing transcripts of records in order to transfer to other schools or for other purposes should make application to the Registrar's Office at least one week before the transcript is needed. Transcripts are issued only at the request of the student, and official transcripts are sent directly to the college or university specified by the student. One transcript is furnished to each student without charge; for each additional transcript a fee of \$1.00 is charged. When three or more transcripts are ordered at the same time, the first transcript is \$1.00, whereas the others cost \$.50 each. Fees must accompany the request. All financial obligations to the College must be paid before a transcript is issued.

CHANGES IN REGULATIONS

Bethany reserves the right to amend the regulations covering the granting of degrees, the courses of study, and the conduct of students. Membership in Bethany College and the receiving of its degrees are privileges, not rights. The College reserves the right (and the student concedes to the College the right) to require the withdrawal of any student at any time.

INVALIDATION OF CREDITS

Courses completed at Bethany or elsewhere, more than 10 calendar years before the date of proposed graduation, are not accepted for credit toward graduation. All candidates are expected to comply with degree requirements in effect at the time of acceptance of the degree application. With the approval of the Academic Review Committee and the payment of the required fee, the candidate may take examinations, as administered by the various departments, for courses included in the current curriculum, to reinstate academic credit that may have been declared invalid because of date.

BETHANY



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COURSE DESCRIPTIONS

Freshman Studies

Interdisciplinary Lecture 100

4 hours

A large lecture course (75-125 students) on an interdisciplinary theme or topic. As such, it requires that the methods and insights of various disciplines (e.g., history, physics, economics, literature) be used in studying the topic. The emphasis at every point is on the synthesis and integration of these areas. Every entering student is required to elect one interdisciplinary lecture course during the first two semesters at Bethany. Many upperclassmen choose to take second or third interdisciplinary lecture courses as electives.

Sec. 1 The Leaning Tower of Babble

This interdisciplinary course deals with some effects produced in American society as a consequence of the rapid increase in the variety and quantity of available information. Students will examine and challenge the contemporary thesis that improved communications promotes understanding between individuals and among groups. Emphasis is placed upon what is being communicated through such means as television, music, and film. (Stanley L. Becker, Associate Professor of General Science) Offered Fall 1977.

Sec. 2 Frontier and Settlement: America's Westward Expansion

A study of the American frontier experience and its impact on the development of the United States, from the first frontier on the Atlantic coast to the official closing of the frontier in 1890 and the subsequent search for new frontiers. Emphasis is on the geography, ecology, and native inhabitants of each of the frontier regions and the interaction of the settlers with them, on the settlers themselves (their reasons for migrating, the elements of the "East" they took with them, the impact of the frontier on them, and the institutions and cultures they created in their new environments), and on the



impact of the West and the westerners on the attitudes, government, economy, society, and arts of the United States as a whole. (Anthony L. Mitch, Assistant Professor of English) Offered Spring 1978.

Sec. 3 The Thrill of Victory/The Agony of Defeat

This interdisciplinary course studies sports and athletics as they relate to society. The varied motivations of participants and spectators, the multiplication of super-wealth and super-heroes, the role of mass media, the lack of government restriction and the future directions of sports and athletics will be subjects of this study. Using interdisciplinary and multi-media approaches, this course looks at the impact of sports on American economy, social structures, education, politics and religion. Can sport withstand such a look? (James E. Allison, Assistant Professor of Mathematics) Offered Spring 1978.

Freshman Seminar 111

4 hours

In the freshman seminar a small number of freshmen and their faculty advisor explore an area of mutual interest. Each seminar focuses on a specific topic, providing students with the opportunity to broaden and deepen their knowledge of the subject. It also affords the student an opportunity to develop the ability to present ideas with clarity, both in writing and in speech, through discussions and oral and written projects. Some seminars also seek to develop career-choice skills.



Sec. A Medical Practice in Ancient and Modern Times

This seminar considers the history of medical practice from the time of the medicine man through folk medicine and surgery. Time is devoted to the biographical study of certain physicians as well as to current problems of health care for all citizens. (J. Daniel Draper, Professor of Chemistry)

Sec. B Soap and Stuff

What happens when you make an omelet, bake a cake, make wine, root beer or beer? What makes candy harden, jelly jell, fudge fudge or yogurt set? Why can changing the order of addition of ingredients make mayonnaise or a mess? What is a detergent? How do they work? This seminar investigates these and a number of other questions related to everyday items and foods. In the process students learn to prepare some of the dishes and beverages. Group projects will demonstrate many of the theories that will be discussed. (Milton R. Smith, Assistant Professor of Chemistry)

Sec. C Intelligent Life in the Universe

This seminar examines questions of the size and structure of the universe, stellar evolution and the possible origin of our own and other solar systems. Participants will define what is meant by the term "life" and discuss the physical, chemical and biological conditions necessary for the origin and continuation of life forms. The possibility of finding life on other planets, along with possible and probable modes of communication with such life-forms will be discussed. (Richard Stebbins, Associate Professor of Chemistry)

Sec. D Sensitivity to the Natural World

This seminar is an introduction to the natural world based upon the observation of plants and animals in their natural setting. Most sessions will be held outdoors at Bethany and at several nearby, important natural sites. (Albert R. Buckelew, Jr., Associate Professor of Biology)

Sec. E World War II in Europe and Africa

This seminar studies World War II, concentrating on the principle participants, the strategies and the implications of the campaigns in Europe and Africa. War games, simulations, group sessions, and individual reports are among strategies used to understand the problems of military and political leaders. (John M. Atkins, Assistant Professor of Mathematics)

Sec. F Crime and Punishment

This seminar examines the nature and origins of crime, criminals and the treatment of criminals. The primary focus is on 20th Century

America, and particular attention is paid to prisons. Besides the regular class participation and reading each student is expected to propose, initiate, complete and review a project. (*John W. Lozier, Assistant Professor of History*)

Sec. G The Middle East Today

This seminar uses short-wave radios, American and foreign newspapers and journals, propaganda pieces, and other means of gathering information to analyze current political, economic, and cultural developments in the east Mediterranean region. The instructor was a professor at American University in Beirut, Lebanon, for 12 years. (*Burton B. Thurston, Professor of Middle Eastern Studies*)

Sec. H Utopias and Communes: Trial and Error in Building Community

This seminar studies both historical and contemporary examples of communities in the making, examining their ideological justification, rituals and the relation between the communities and the societies in which they are found. Activities include field trips, a retreat, movies, and an individual research. (*Ron W. Walden, Assistant Professor of Religious Studies*)

Sec. I Stranger in a Strange Land

This seminar looks at the Bethany area from the perspective of a stranger. What are the historical factors that bear on the contemporary scene? What of the people — where do they come from, what do they do, how do they think? By field trips, interviews, getting to know one older person well and shared experiences, the seminar will attempt a composite picture of this place and its people. This is a study in small-town America, an exercise in sensitivity for people who move from place to place. (*Debra Hull, Director of Counseling and Testing*)

Sec. J Sports: Win, Lose, Participate Or ?

This seminar explores the role of sports in society. An examination of the social, economic, and psychological affects on participants and consumers of sport. Topics include sport and racism, violence in sport and sex role stereotyping and sport. (*Dave Hutter, Associate Professor of Physical Education Department and Athletic Director*)

Sec. K This Land Is Your Land, This Land Is My Land

This seminar explores America's history through its music. Through reading, listening, interviews with performers, and field trips students examine the songs and music of the colonies, the Revolution, westward expansion, slavery and the Civil War, industrial growth, the depression, the World Wars, and the popular culture and politics

of the post-war years. Each student will build an authentic American "folk" instrument in order to appreciate something of the technology, materials, skills and motives which gave rise to music. (*David Liden, Assistant Professor of Political Science*)

Sec. L Big Band Jazz

This seminar introduces the world of big jazz bands and examines its influence on those who hear it. An attempt is made to analyze jazz as a distinct musical idiom and to trace its origins and features that distinguish it from other varieties of music. Field trips to jazz concerts in the tri-state area will be scheduled. (*Albert R. DeVaul, Assistant Professor of Music*)

Sec. M Cons, Frauds, Hypes and the Nature Of Man

This seminar examines many types of frauds found in contemporary society and explores the human motivations that lead people to accept frauds, especially considering the nature of man which prefers dreams to reality. (*John U. Davis, Associate Professor of Education*)

Sec. N Fun and Games with Mathematical Puzzles and Logical Puzzles

This seminar seeks to develop problem-solving skills through work with mathematical and logical puzzles. Students will solve puzzles, the solutions of which involve systematic analysis. The class will





devote time to methods of organizing data and analyzing data. No formal mathematical training is assumed beyond two years of high school mathematics. (*David T. Brown, Assistant Professor of Mathematics*)

Sec. O The Comics: Images of America

This seminar studies the history of American cartoons and comics, focusing especially on the comics of 1925-77. Students seek to delineate the view of America in the social commentary of various cartoonists and to discover the nature of social crisis in American self-understanding as the cartoonists see it. (*Hiram J. Lester, Associate Professor of Religious Studies*)

Sec. P The Television Generation

This seminar helps students understand how television has influenced their lives (e.g. sex roles, advertising's use of motivational research, TV as a narcotic, TV as a means of simulating interaction).

Students will be introduced to basic TV production techniques by using our own facilities and touring local facilities and studios. Students are required to write, perform and produce an original TV show. This project will be the culmination of the seminar and will reflect the total course experience. (*David Spizale, Instructor in Communications*)

Sec. Q Challenge Yourself

This seminar gives all persons an opportunity to challenge themselves in a variety of outdoor and intellectual activities, including (among others) camping, orienteering, creative writing and values clarification. The seminar emphasizes self-discovery and group processes. (*John H. Hull, Assistant Professor of Psychology*)

Sec. R Introduction to Yourself

The seminar is an inquiry into the purpose and potential of the individual. Through the analysis and discussion of their readings, students endeavor to cultivate an understanding of the qualities necessary for self-esteem and success as a student and citizen in modern society. They also, hopefully, will be able to better distinguish between knowledge and opinion. (*Harold O'Leary, Instructor in Communications*)

Sec. S Man in Community (You And I)

This seminar studies the ways in which people interact. Diverse community groupings - primitive tribes, social organizations, political jurisdictions, kibbutzim, therapy groups, families, etc. - provide the experiences for the study. The seminar itself may become the chief laboratory group. (*William B. Allen, Chaplain*)

Sec. T Education of the Self

This seminar explores three areas considered crucial to personal adjustment and growth: the self-concept, relationships and communication, and a meaningful philosophy of life. Through readings and group discussions, students should leave the seminar with a greater understanding and acceptance of self and others. (*T. Gale Thompson, Assistant Professor of Psychology*)

Sec. U Decision-Making

This seminar is an in-depth study of the decision-making process which necessitates that individuals understand themselves in relation to their value systems and strengths and weaknesses. The decision-making process related to career decisions, personal decisions, and citizenship that must be made as a member of the Bethany community and as a newly franchised citizen of the United States will be studied. (*Deborah Slade, Assistant Professor of Education*)

Art

AIMS

To provide a balanced background for students who wish to pursue a career and/or advanced study in art or graphic design; to prepare students for teaching or supervising art on either the elementary or secondary level; to combine art with academic studies as a broad basis for liberal education on the college level; and to provide an atmosphere in which the student is encouraged to acquire standards for the evaluation, practice and appreciation, and application of the plastic arts.

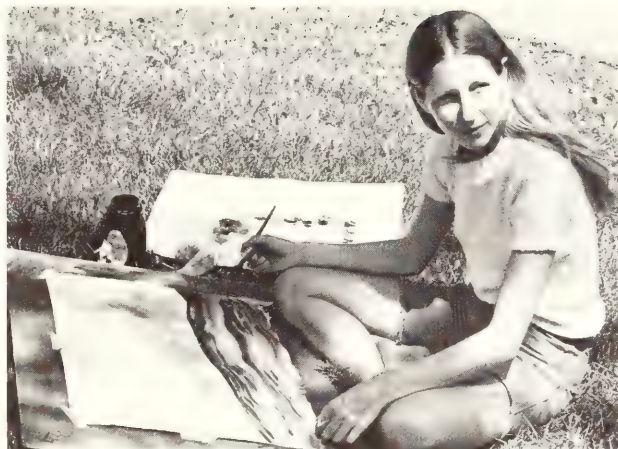
REQUIREMENTS FOR FIELD OF CONCENTRATION

The minimum requirement for a major in art is 40 semester hours, including Art 200, four hours of drawing, two hours of painting, Art 201, Junior Seminar, and Senior Project. At least 10 credit hours must be in art history courses. Departmental meetings, approximately two per year, are required of all majors, and each student must participate in at least one departmental-sponsored museum tour of Washington, D.C., prior to the senior year. Prerequisites must be observed unless the student can show evidence of equivalent training or experience.

The Art Department reserves the right to retain permanently one work from each student in each class. Other works may be held temporarily for use in specific exhibitions and will be available to owners no later than one year after the lending date.

Only students who have completed the following courses or their equivalents will be recommended for state certification to teach Art: Art 200, 201, 205, 206, 300, 210, 301, 320, 325, 478, 480, 490, 10 hours or Art History and eight hours in studio emphasis. See Education Department listings for required professional education courses.





Art 200 Introduction to Two-Dimensional Design 4 hours

Basic course work in the theories and practice of two-dimensional design; study of the elements and materials in relation to design potentials with practical application. *Prerequisite for all art majors.*

Art 201 Introduction to Three-Dimensional Design 2 hours

Basic course work in theories and practice of three-dimensional design; study of the elements and materials in relation to design potentials with practical application. *Spring semester only.*

Art 205 Drawing 1 2 hours

Concentrated activity in drawing using a variety of drawing media. Primary emphasis is placed on still life and landscape. *Fall semester only.*

Art 206 Drawing 2 2 hours

Concentrated activity in drawing using a variety of drawing media. Primary emphasis is placed on figure drawing and portraiture. *Spring semester only.*

Art 210 Ceramics 1 2 hours

Studio experiences in forming, firing, and glazing pottery, including ceramic sculpture. Individual projects according to student's ability.

Art 250-J Jewelry 4 hours

A studio course designed to develop a basic awareness of the principles and elements of contemporary jewelry design, through practical application. *January term only.*

Art 300 Painting 1 2 hours

Creative exploration of the techniques of watercolor and acrylics, using still life, landscape, portraiture, and imaginative subject matter in a variety of styles. *Fall semester only.*

Art 301 Painting 2 2 hours

Creative exploration of the techniques of oil paints and compatible media, using still life, landscape, portraiture, and imaginative subject matter in a variety of styles. *Spring semester only.*

Art 305 Drawing 3 2 hours

Advanced problems in drawing with a concentration in a specific area, including still life, landscape, and imaginary drawing. Emphasis on composition. *Prerequisite: Art 205. Fall semester only.*

Art 306 Drawing 4 2 hours

Advanced problems in drawing with a concentration in a specific area, including figure drawing and portraiture. *Prerequisite: Art 206. Spring semester only.*

Art 310 Ceramics 2 2 hours

Advanced problems in media and subject matter selected by the student with the advice of the instructor. *Prerequisite: Art 210.*

Art 320 Sculpture 1 2 hours

Creative expression in three-dimensional forms. Students work with materials that are readily available and easily handled, such as wood, wire, plaster, and clay. *Prerequisite: Art 201 or permission of the instructor. Fall semester only.*

Art 325 Printmaking 1 4 hours

Introduction to printmaking processes emphasizing creative expression through such techniques as relief, intaglio, planographic, serigraphy. *Prerequisite: Art 205 or permission of the instructor. Spring semester only.*

Art 340 Art Activities in the Elementary School 2 hours

Study of the theories and goals of art education in the elementary school with emphasis on the child's growth and development through art. Exploration of art techniques is included. *First half of fall and spring semesters.*

Art 400 Painting 3 2 hours

Advanced exploration of the aqueous media with an individual choice of subject matter and style. *Prerequisite: Art 300. Fall semester only.*

Art 401 Painting 4 2 hours

Advanced exploration in oils and compatible media with an individual choice of subject matter and style. *Prerequisite: Art 301. Spring semester only.*

Art 420 Sculpture 2 2 hours

Advanced problems in media and subject matter selected by the student with the advice of the instructor. *Prerequisite: Art 320. Fall semester only.*

Art 425 Printmaking 2 4 hours

Advanced problems in media and subject matter selected by the student with the advice of the instructor. *Prerequisite: Art 325. Spring semester only.*

Art 478 Junior Seminar 2 hours

Required of all students concentrating in the field. A survey of art for review and interpretation of the particular problems of this field. *Fall semester only.*

Art 480 Methods and Materials in Art 4 hours

Problems in the teaching and administration of art programs (May be taken for credit as Education 480). *Spring semester only.*

Art 487-488 Independent Study 2 or 4 hours each

Art 490 Senior Project 2-8 hours

Begins during the second semester of the junior year.

Graphic Design

The following courses provide students interested in communications, graphics, and advertising with background pertinent to the field. An interdepartmental program can be developed between the Art Department and the Communications Department. See the respective department chairmen for requirements.

Art 303 Lettering and Layout 4 hours

Introduction to calligraphy, typography, letter forms, and layout, with emphasis on design, legibility, and creative practice. *Fall semester only.*

Art 304 Design Applications 4 hours

Emphasis on problem solving experiences as related to visual communications. The mechanics and psychology of two-dimensional and three-dimensional design are explored as a foundation for graphic design. *Spring semester only.*

Art 404 Television Graphics 4 hours

Emphasis on the design of visual symbols for television. Combines principles of graphic art with the particular requirements of television production. *Art 303 and 304 recommended but not required. Fall semester only.*

Art 405 Illustration 4 hours

Advanced problems in advertising, book, and magazine illustration, with emphasis on procedures necessary to pictorial expression of ideas. *Art 200 and 205 recommended but not required.*

Art 406 Graphic Communications Design Studio 4 hours

Emphasis on professional procedures, structure, communication functions, and processes as applied to areas of graphic design in practical applications. *Prerequisites: Art 303, 304, 405, or permission of the instructor.*

Art History

The following courses are surveys, intended to introduce students to a variety of artistic achievements, and the work of selected artists, their methods, media, and contributions, in the context of their time. The continuity of artistic development is stressed.

Art 351 The Ancient World 2 hours
Beginning with an introduction to paleolithic art, this course concentrates on the art of the Ancient Near East, Egypt, Classic Greece, and Rome. *Alternate years: Fall 1978-79, first half of the semester.*

Art 352 Medieval Art 2 hours
Continued survey, beginning with Early Christian and Byzantine Arts and finishing with Gothic Art. *Alternate years: Fall 1978-79, second half of the semester.*

Art 353 Renaissance through Baroque Art 2 hours
Concentrates on Renaissance and Baroque Art in Europe. Its roots and developments in painting, sculpture and architecture will be examined. *Alternate years: Spring 1978-79, first half of the semester.*

Art 354 Western Art from 1800 to the Present 2 hours
Covers such important schools and movements as Romanticism, the English landscape school, Impressionism, Cubism, Art Nouveau, and Surrealism. Painting, sculpture, and architecture are treated. *Alternate years: Spring 1978-79, second half of the semester.*

Art 355 Asian Art History 2 hours
Introduction to the arts of China, Japan, and India with some reference to Islamic art. *Alternate years: Fall 1977-78, first half of the semester.*

Art 356 U.S. Art 2 hours
Survey of the development of the arts in the U.S. from Colonial times to the present with emphasis upon the evolution of style in architecture, sculpture, and painting. *Alternate years: Fall 1977-78, second half of the semester.*

Art 358 Art History Seminar 4 hours
Deals with specific aspects of the history of art for individual investigation. Also includes methods of research. Topics for study are chosen by the students with the approval of the instructor. Involves specialized and selected readings in the field and individual and group discussions. *Prerequisite: four or more semester hours of art history. Alternate years: Spring 1977-78.*

Astronomy

(See General Science 201 Astronomy)

Biology

AIMS

To acquaint students with the living world around them and with basic life processes; to demonstrate the scientific method as an approach to problem solving; to cultivate an appreciation of research; to develop laboratory skill in various types of work in biology; to train students as teachers of biology and for certain professional work related to this field, and to help students find and appreciate their role in the natural environment.

REQUIREMENTS FOR FIELD OF CONCENTRATION

A minimum of 32 semester hours in the department including the Senior Project. A minimum of 16 semester hours in chemistry, including two semesters of organic chemistry. Eight hours of physics are also required. German or French is recommended for those students going on to graduate school. A semester of calculus is also strongly recommended.

Students who plan to become professional biologists should consider the following courses: Biology 100, 101, 102, 104, 201, 228, 303, 326, 338, 343, 365, 367, 425, 442, and 490.

Students preparing for work in medicine, dentistry, or as laboratory technicians should consider the following courses: Biology 100, 101, 105, 201, 303, 343, 367, 442, and 490.

Only students who have completed the following courses or their equivalents will be recommended for state certification to teach biology in the secondary schools: select eight hours from Bio. 100, 101, 201, 365, 442; select eight hours from Bio. 102, 104, 228, 338; required are Bio. 303, 326, 467, 480, Chem. 101, 102

and eight hours of physics. See Education Department listings for required professional education courses. A second teaching field is required.

Students considering a concentration in biology should consult with the chairman of the department during the first semester of their freshman year.

Bio. 100-110 Topics in General Biology

Biology majors may elect up to eight hours of these topics to be considered toward the required number of hours for the field of concentration.

Bio. 100 Organ Systems of Vertebrates 2 hours

Examination of the fundamental structures of mammals — including man — and their functions. Systems: skeletal, integument, digestive, circulatory, urogenital, and nervous.

Bio. 101 Animal Diversity 2 hours

Examination of the animal kingdom with emphasis on the adaptation of the organism. Various systems are studied as to possible methods of evolving through adaptation.

Bio. 102 Horticultural Science 2 hours

Examination of the scientific concepts on which horticulture is based. Emphasis is placed on the study of the plant, the basis of all horticultural activities.

Bio. 103 Conservation of Natural Resources 2 hours

Study of the rational use of natural resources. Emphasis is placed on the study of current legislation on local, state, and federal levels.

Bio. 104 Survey of the Plant Kingdom 2 hours

Major areas of study include the algae, fungi, and bryophytes. Special emphasis is placed on the evolution of the plant kingdom.

Bio. 105 First Aid as Related to the Principles of Biology 2 hours

Major emphasis is placed on the biological principles utilized in the standard first aid and personal safety course of the American Red Cross. Red Cross certificates may be earned by those passing the examination. Opportunity for instructors' certificates will be presented as an option at the end of the course. Does not fulfill distribution requirements in the physical and life sciences. (May be taken for credit as Physical Education 105).

Bio. 167 Introduction to Mammalian Anatomy and Physiology 4 hours

Mammalian anatomy as exemplified in the cat. Discussion and study of the functioning of the tissues and organ systems of the human body. Lab study of the anatomy of the cat, and human physiology. Not open to biology majors. *Prerequisites: Bio. 100, 101.*

Bio. 201 Comparative Vertebrate Anatomy 4 hours

Comparative anatomy of the representative forms of vertebrates; lab study of the comparative anatomy of the shark, other lower vertebrates, and the cat.

Bio. 205 Emergency Medical Training 4 hours

The medical, communication, transportation records, and report instructions required for certification by the West Virginia Department of Health as an emergency medical technician. Red Cross advanced first aid certificates may be earned by those passing the examination. Does not fulfill distribution requirements in the physical and life sciences.

Bio. 210 Evolution 2 hours

Evidence for the theories of evolution with special attention to the modern synthesis of genetics and ecological factors. *Prerequisite: An elementary course in biology or permission of the instructor.*

Bio. 228 Field Botany 2 hours

Introduction to the taxonomy of vascular plants with emphasis on the local flora, including the techniques of herbarium science.

Bio. 230-S Methods in Environmental Education 2 hours

Introduction to the materials and methods of environmental science for elementary and junior high school teachers, and camp leaders. Basic techniques in field biology and man's relationship to the natural world are emphasized. Part of the course is conducted at a mountain camp. *Summer session only.*

Bio. 231 Ornithology 2 hours

Anatomy, behavior, and identification of birds.

Bio. 303 General Genetics 4 hours

A synthesis of basic principles and modern molecular theory.

Bio. 326 Ecology 4 hours

Study of the general principles of bioecology of plants and animals. Special emphasis is placed on field study of several communities.

Bio. 330-S 330-J Urban Ecology

2 hours

Covers major areas of environmental quality management: water pollution, air pollution, solid-wastes disposal, noise pollution, and housing regulations. *Summer session and January term only.*

Bio. 338 Advanced Botany

4 hours

Morphology of the vascular plants plus a study of the fundamental life processes of plants: growth, irritability, nutrition, metabolism, and hormonal control. *Offered Spring 1978-79.*

Bio. 343 Microbiology

4 hours

Morphology and physiology of micro-organisms; principles of lab technique; cultural characteristics and environment influences on microbial growth.

**Bio. 365 Invertebrate Zoology**

4 hours

The invertebrate animals including phylogeny and morphology. A lab study of representative forms of invertebrates is made.

Bio. 425 Animal Physiology

4 hours

Structure and functions of the human body; the mechanism of bodily movements, responses, reactions, and various physiological states.

Bio. 428-J Tropical Ecology

4 hours

Study of plant and animal ecological relationships in a tropical zone (Virgin Islands, Puerto Rican rain forest, and the Florida Everglades). *January term only.*

Bio. 440 Histology-Microtechniques

4 hours

Structure of the cell, its modification into various tissues, and the practice of general histological techniques.

Bio. 442 Embryology

4 hours

Study of the ontogenetic development of selected embryos. Major emphasis is on the vertebrates.

Bio. 451 Special Area Studies

2 or 4 hours

When adequately trained faculty are available and sufficient student demand arises, the department will organize and offer courses in an area not covered in regular course offerings.

Bio. 467 Cell Physiology and Biochemistry

4 hours

Introduction to the structural organization of cells and the important aspects of cell physiology in the light of modern biochemistry and biophysics. *Prerequisite: Chem. 211-212 or permission of the instructor.*

Bio. 480 Methods and Materials in Teaching Physical and Life Sciences

4 hours

For course description see General Science 480. (May be taken for credit as Education 480).

Bio. 487-488 Independent Study

2 or 4 hours each

Bio. 490 Senior Project

4-8 hours

Starts the first semester of the junior year and is to be completed in the spring semester of the senior year.

Chemistry

AIMS

To contribute to the student's general knowledge and understanding of the nature of the physical world and his or her understanding of the place of chemistry in industrial and business life; to provide experience in the scientific method of reasoning; and to provide students concentrating in this field with a thorough and practical education in chemistry which may be useful in industrial, technical, and graduate work.

REQUIREMENTS FOR FIELD OF CONCENTRATION

A minimum of 36 hours in the department exclusive of the Senior Project. The distribution must include Chemistry 101, 102, 211, 212, 222, 224, 323, 324, 402, 414, 421 plus four hours of electives and at least four hours of Senior Project; Mathematics 201, 202; Physics 201, 202; and at least two hours from the group of Physics 169, Physics 269, Physics 300, or Mathematics 341. Students who plan to do graduate work in chemistry will demonstrate a reading knowledge of chemical German, French, or Russian. Additional courses in mathematics are also strongly recommended. All courses in chemistry as well as the indicated courses in mathematics and physics must be taken for a letter grade. For those students for whom it might be advantageous, a program of study is offered consistent with the most recent standards laid down by the American Chemical Society.

The entering freshman who is interested in chemistry should select Chemistry 101 and mathematics at the appropriate level. Programs for subsequent semesters must



be decided in conference with the faculty advisors for chemistry. Students planning to take the MCAT are strongly advised to take a course in the history of the fine arts during their fourth or fifth semesters.

Only students who have completed the following courses or their equivalents will be recommended for state certification to teach Chemistry in secondary school: Chem. 101, 102, 211, 212, 222, Physics 201, 202, G. S. 480, and select six hours from the following: Chem. 224, 314, 323, 402, 414. See Education Department listings for required courses in Professional Education. A second teaching field is required.

Chem. 101 General Chemistry and Inorganic Qualitative Analysis 4 hours

Study of theoretical and descriptive inorganic chemistry. The lab work is primarily a study of the principles and practice of a systematic qualitative scheme of analysis for the cations and anions. *Prerequisites:* two units of mathematics or concurrently with Math. 103. Three lectures and three hours of lab per week. Offered fall semester.

Chem. 102 General Chemistry 4 hours

Continuation of the lecture portion of Chem. 101. Study of solubility and acid-base phenomena in aqueous systems with appropriate lab work. *Prerequisite:* Chem. 101. Offered spring semester.

Chem. 211-212 Organic Chemistry 4 hours each

Introduction to the study of the organic compounds of carbon, both aliphatic and aromatic, involving a considerable amount of the electronic mechanisms of organic reactions. Lab work consists largely of organic preparations. *Prerequisites:* Chem. 101, 102. Three lectures and three hours of lab per week.

Chem. 222 Chemical Thermodynamics 2 hours

Introduction to the concepts and experimental techniques of classical thermodynamics with special emphasis on the concepts of enthalpy, entropy, and free energy. *Prerequisites:* Chem. 102; Math. 202 or permission of the instructor. Offered first half of the spring semester.

Chem. 224 Introduction to Chemical Spectroscopy 2 hours

Study of the different energy states of atoms and molecules; the statistical principles governing the distribution of particles within these states; and the transitions between states. *Prerequisites:* Chem. 102; Math. 202 or permission of the instructor. Offered second half of the spring semester.

Chem. 311 Bonding and Symmetry in Organic Chemistry 2 hours

Introduction to group theory and simple molecular orbital calculations as they apply to organic chemistry and to the spectra of organic compounds. Emphasis is placed on problem solving and structural determinations from spectroscopic data. *Prerequisites:* Chem. 212; Chem. 224 or permission of the instructor. Offered fall semester.

Chem. 314 Introduction to Biochemistry 2 hours

Study of the chemistry of some of the more important biological processes with emphasis on reaction mechanisms and methods of elucidation. *Prerequisite:* Chem. 212. Offered spring semester.

Chem. 323 Kinetics and Solutions 2 hours

Study of rate processes, especially in the liquid phase. *Prerequisite:* Chem. 222. Offered first half of the fall semester.

Chem. 324 Electrochemistry 4 hours

Study of oxidation-reduction and phenomena associated with solutions of electrolytes, application of these principles including classical electrochemical analysis, and the measurement of basic physical parameters. *Prerequisite:* Chem. 222. Offered spring semester.

Chem. 325 Chemical Instrumentation 2 hours

The theory and practice of selected methods in chemical instrumentation. Special emphasis will be placed on those methods not covered in other courses and on methods helpful for completion of Senior Projects. *Prerequisites:* Chem. 222, Chem. 224.

Chem. 402 Advanced Inorganic Chemistry 2 hours

Chemistry of certain elements and their compounds is studied and interpreted on the basis of modern theories of atomic and molecular structure. The necessary foundation in quantum mechanics is reviewed. *Prerequisites:* Chem. 222, 224. Offered fall semester.

Chem. 411 Physical Organic Chemistry 2 hours

Study of the theories and techniques relating structure and properties of organic compounds. *Prerequisites:* Chem. 212; Chem. 222 or permission of the instructor. Offered spring semester.

Chem. 414 Advanced Organic Chemistry 2 hours

Study of selected advanced topics in organic chemistry including reaction mechanisms. Lab is introduced, where appropriate, and stresses the use of instrumentation. *Prerequisites:* Chem. 212; Chem. 222 or permission of the instructor. Offered fall semester.

Chem. 421 Chemistry of the Condensed Phases 2 hours

Study of special problems associated with the liquid and solid states. *Prerequisite:* Chem. 222. Offered second half of the fall semester.

Chem. 430 Special Topics 2 hours each

Series of three courses devoted to the consideration of advanced topics and areas of special interest in the fields of Inorganic Chemistry (430-A), Organic Chemistry (430-B), and Physical Chemistry (430-C). *Prerequisite:* Permission of the instructor.

Chem. 477-478 Seminar in Chemistry 2 hours

Presentation of current research topics by students, faculty and visiting lecturers.

Chem. 480 Methods and Materials in Teaching Physical & Life Sciences 4 hours

For course description see General Science 480. (May be taken for credit as Education 480).

Chem. 487-488 Independent Study 2 or 4 hours each**Chem. 490 Senior Project** 4-8 hours

During the junior year the chemistry major is introduced to the methods of employing the chemical literature, selects a topic for advanced investigation, and makes a literature search of background material as a basis for an in-depth study in this area. There is one class meeting each week for both semesters. Following this preliminary work, an investigation of a significant topic in chemistry is made by each senior under the direction of a faculty member in the department. This work culminates in a written and oral report at the end of the senior year.

Communications

AIMS

To combine oral and written forms of communication, to provide theoretical and practical preparation for students desiring to enter professions in radio, television, newspaper, magazine and book publishing, free lance writing, public relations, advertising, as well as high school, college and industrial publications.

REQUIREMENTS FOR FIELD OF CONCENTRATION

Communications 101, 201, 202, 203, 206, 209, 210, 403, a Senior Project, a departmental-approved vocational practicum internship in the mass media or advertising or public relations, and at least one semester's work on a campus publication, Cable 3, or WVBC-FM. Normally, students would take 101 in the first year; 201, 202, 209 and 210 in the second year; and 403 in the third or fourth year. Twelve hours in English are also required as is proficiency in reading a foreign language at the 200 level. Courses in marketing, statistics, and art are recommended.

Students must have achieved at least sophomore standing for enrollment in any of the 300- and 400-level courses in the department.

Comm. 101 Introduction to Mass Communications 4 hours

History and functions of mass communications. Role of newspapers, magazines, radio, television, books, movies, feature syndicates, wire services, and adjunct agencies in modern society.



Comm. 201 Reporting 4 hours

Theory and techniques of writing news stories for print and electronic media, syndicates and wire services. Lab practice in writing objective, interpretative, and editorial articles.

Comm. 202 Copy Editing and Layout 2 hours

Principles and practice in editing copy for publication; includes typography, layout, design of letterpress and offset newspapers, and use of computers. *Prerequisite: Comm. 201 or 206.*

Comm. 203 Interpersonal Communication: Speech 4 hours

Relationship of oral and non-verbal communication and thought. Stress on performance in speech and in creative listening. Analysis and delivery of speeches. Individual evaluations of performance. (May be taken for credit as Theatre 203).

Comm. 204 Theories of Public Speaking 2 hours

Exploration of the complexities of communication. Beginning with a study of various models of communication, the course then focuses on the psychological dynamics of individual participants in a communicative art. Interpersonal contacts are explored through a study of both verbal and non-verbal interaction. The study of the influence of communication on the socio-cultural system represents a substantial portion of the course.

Comm. 205 Advanced Interpersonal Communication: Speech 2 hours

Speeches and oral interpretation specially adapted to individual student needs and interests. Debate. Creative dialogue. Committee meetings. (May be taken for credit as Theatre 205).

Comm. 206 Features 4 hours

Role of human interest approach in writings for print and electronic media, advertising, and public relations media. Practice in writing short and longer process, profile, personal experience, collective, interview, and think pieces for professional journals and mass audience media. *Prerequisite: Comm. 201.*

Comm. 209 Broadcasting and Society 2 hours

History of U.S. broadcasting. Concentration on public issues and the effect of electronic media on other basic institutions of society. Contributions and criticisms of radio and TV. Functions of the FCC.

Comm. 210 Broadcast News Gathering and Writing 2 hours

Lecture and lab course designed to acquaint the student with basic principles of gathering and writing news for radio and television. Styles of broadcast writing, effective composition and editing, use of recorded material, and reporters' ethics are examined. Class discussions and practice sessions.

Comm. 220-J Caribbean Journalism 2 hours

Study of the mass media and their impact economically, socially, politically, religiously, and educationally on the various Caribbean groups. The course deals with the media in the Virgin Islands, Puerto Rico, Cuba, Haiti, Dominican Republic, and the Caribbean Commonwealth nations. *January term only.*

Comm. 281 TV Programming 2 hours

Historical development. Current trends and practices, program designs, and audience analysis.

Comm. 288 TV Production 2 hours

Lecture/lab designed to acquaint students with the tools, elements and techniques of TV production. Students serve as floor managers, camera operators, audio/visual technicians and directors.

Comm. 301 Principles of Advertising 4 hours

Study of history, philosophies and principles of advertising. Media, markets and merchandising. Role and evaluation of advertising. Stress on copy writing and layout.

Comm. 302 Principles of Public Relations 4 hours

Contributions and criticisms of public relations. History, philosophies, trends, principles. Case studies of institutional programs. Preparation of a creative project such as a trade journal.

Comm. 304 Laws of Communications 2 hours

Treatment of national and state constitutional and legislative laws and court decisions regarding freedom and responsibility of the print and electronic media, advertising, and public relations. Principles and case studies of libel, privacy, privilege, copyright, and contempt. Social responsibility of the media.

Comm. 306 American Magazines 2 hours

Role and contributions of U.S. magazines, historically and currently. Trends in writing style, editing, production, layout, advertising, promotion, reader research, and circulation. Practice in writing three articles for a professional journal and general circulation magazines.

Comm. 335 School Publications 2 hours

Practical course in which class members do reporting, editing, and layout work. Editorial and design problems of high school, college yearbooks, catalogs, and literary journals are also considered with school periodicals as examination pieces.

Comm. 336 Photo Journalism 2 hours

Basic photography; coordinating words and pictures; picture editing; recognizing, developing, and creating picture stories; scheduling and assigning photos. Picture layouts.

Comm. 365 Audio-Visual Education 2 hours

(See Education 365).

Comm. 376 Educational and Public Broadcasting 2 hours

Lecture and discussion course designed to acquaint the student with the origins and development of non-commercial, educational radio and television in the United States. Organization, programming and other services, current problems, and future prospects of such stations are examined through selected readings, viewing, and listening to educational stations, plus class discussions.

**Comm. 377 The Performing Arts in Radio and TV** 2 hours

Studio course utilizing specific exercises designed to develop individual style in camera and microphone techniques. Useful to all students of the performing arts as well as those desiring a career in radio and/or TV announcing, acting, and singing.

Comm. 378 Audio Production 2 hours

Lecture and lab course designed to acquaint the student with basic techniques of audio production. The course employs both classroom discussions and practical projects in the WVBC radio studios. Emphasis is on techniques applicable to use of sound in radio, television, cinema, and theatre.

Comm. 382 Broadcast Station Management Problems 2 hours

Legal aspects. Economic and operational factors. Developing local talent. Personnel, budgetary, promotional, and other problems.

Comm. 383 Advertising Writing for Radio and TV 2 hours

Theory and practice in preparing advertising copy for local, regional, and national radio and TV. Audience evaluation, research, and planning campaigns. Construction of 10, 20, 30, and 60-second ads.

Comm. 389 Writing for Electronic Media 2 hours

Writing of dramas and documentaries. Interviews, research, and study of the contribution of dramas and documentaries to American cultural patterns. *Prerequisites:* Comm. 209 and 210 in addition to sophomore standing.

Comm. 401 History of Journalism 4 hours

History of newspapers, magazines, radio, television, and books in the U.S., Europe, Asia, Latin America, and Africa. Role of press in developed and developing nations. *Alternate years:* 1977-78.

Comm. 402 Public Opinion 4 hours

The nature and significance of public opinion. Includes studies of public opinion formation and measurement, the roles of news media, advertising, censorship, propaganda, political indoctrination, and other factors.

Comm. 403 Reading and Research in the Foreign Press 2 or 4 hours

Selected readings, content analysis, and other research in periodicals of one foreign language. (May be taken for credit as Foreign Language 403). *Prerequisites:* Junior or senior standing and completion of a 200-level course or equivalent in a foreign language.

Comm. 404 Advanced Advertising 2 hours

Study of principles of writing and layout for a sustained campaign. Preparation of a campaign for a product and/or service of a profit or non-profit institution.

Comm. 405 Advanced Public Relations 2 hours

Study of principles of writing and layout for an institutional magazine or newsletter. Preparation of a periodical for a profit or non-profit institution.

Comm. 480 Methods and Materials in Teaching Communications 2 hours

Subjects include the methods and materials of teaching communications, photo-journalism, and specialized reporting. (May be taken for credit as Education 480).

Comm. 487-488 Independent Study 2 or 4 hours each**Comm. 490 Senior Project** 2-8 hours

Computer Science

Computer Science is not a department, nor is it a field of concentration. A student may, however, complete a field of concentration in mathematics with an emphasis in computer science courses. (See *Mathematics*.)

Com. Sci. 169 Introduction to Computer Science 2 hours

Introduction to computer programming using the basic language. Emphasis is placed on use of the computer in solving problems encountered in mathematics. *Offered Fall and Spring semesters.*

Com. Sci. 269 Advanced Computer Languages 2 hours

Study of any one of several other computer languages such as Fortran, as well as an introduction to machine language programming.

Com. Sci. 270 Logic and Algorithms 4 hours

Discusses the development of the computer and how it solves problems through algorithms. Since computers are inherently logical, propositional and first-order predicate logic are discussed. *Prerequisite:* Math 103 or the equivalent. *Alternate years:* Offered Fall 1978-79.

Com. Sci. 355 Data Structures 4 hours

Deals with how computers use data and how the data can be effectively manipulated. Such things as how files are arranged for business and government are analyzed. *Prerequisite:* Math 169. *Offered Spring 1978-1979.*

Com. Sci. 360 Computer Architecture 4 hours

This course is primarily for students who want to learn how the computer works. The hardware of the computer is discussed, including the central processor, memory and input-output devices. *Alternate years:* Fall 1977-78.

Com. Sci. 365 Operational Systems 4 hours

This course is primarily for students who want to learn how the computer operates. The software of the computer is discussed, including learning the assembly language of the Super Nova. *Prerequisite:* Math 169. *Alternate years:* Spring 1977-78.

Com. Sci. 487-488 Independent Study 2 or 4 hours each

Economics & Business

AIMS

To help students understand how man's struggle to provide for his needs and wants in a world of limited resources is related to all of man's problems: personal, social, political, and spiritual; to provide knowledge and develop proficiency in the application of analytical tools to the problems of society and business. The courses offered serve as preparation for work in business, government, law, environmental planning, and graduate study.

REQUIREMENTS FOR FIELD OF CONCENTRATION

Minimum of 30 hours exclusive of the Senior Project. The following courses are required: 200, 241, 301, 302, 477. Outside the department, Math 201 and 281 are required and should be completed by the beginning of the junior year. In addition, students will elect to take 12 hours in one of the following areas: *Accounting*: (Econ. 261, 262, 271, 272) *Finance*: (Econ. 121, 311, 316, 320) *Business*: (Econ. 230, 280, 290, 300, 341) *Economics*: (Econ. 316, 320, 331, 341, 360).

A student may elect to develop his or her own course pattern consisting of 12 hours of courses to replace one of the above areas of study. In such cases, prior consent must be obtained from the chairman of the department. Students concentrating in Economics and Business are expected to attain a minimum grade of "C" in all courses in the department. If a student receives a grade lower than a "C", the student must arrange an interview with the chairman prior to taking additional upper-level courses. All courses numbered 246 and above have prerequisites.

Students considering economics and business as a field of concentration should complete by the end of the sophomore year: Econ. 200, Econ. 241, Math. 201, and Math. 281.

Econ. 101 Personal Finance

4 hours

Objectives of this course are to develop an understanding of the concepts needed for intelligent consumer decision-making. Concentration on budget policies, borrowing, installment buying, marketing techniques, and consumer purchases in the areas of food, clothing, automobiles, housing, social insurance, personal insurance, pension programs, investment markets, and estate building. (Not recommended for students with a field of concentration in Economics and Business).

Econ. 111 Introduction to Business

2 hours

Structure, procedures, and objectives of the business system; economic and social environments of business; role of business in our culture.

Econ. 121 Introduction to the Stock Market

2 hours

Introduction to the practices, procedures, and regulations relating to listing, buying, and selling securities in the organized security market. Review of the various types of investments and their relative merits; security prices and yields; investment programs.

Econ. 200 Principles of Economics

4 hours

Introduction to the inevitable problems associated with scarcity. Alternative methods of settling economic questions, with special emphasis placed on the functioning of the market system. Pricing, output determination, monopoly power, wage controls, and price fixing in relation to contemporary issues. The student is also introduced to problems of money and banking, growth, the labor movement, and business operations. Students will read broadly from non-technical literature as well as conventional text materials. *Offered each semester.*

Econ. 230 Business Law

4 hours

Introduction to the nature and development of law, the legal aspects of contracts and other business instruments as set forth in the Uniform Commercial Code, and some aspects of partnerships and corporations.

Econ. 241 Principles of Accounting I

4 hours

Introduction to basic accounting and business transactions; cash record and control; periodic adjustments of transaction data; financial statement presentation, payroll accounting; accounting and reporting principles of partnerships, corporations, branches, and departments.

Econ. 246 Principles of Accounting II

4 hours

Basic cost accounting principles including job cost and process cost systems; interpretation of financial statements; control of manufacturing costs through budgeting; flow of funds; and tax considerations in business decisions. *Prerequisite: Econ. 241.*



Econ. 261 Intermediate Accounting I 4 hours

Intensive review of adjusting and closing entries. The use of work sheets in the preparation of statements. Comprehensive study of all corporation accounts. *Prerequisites:* Econ. 241, 246. *Alternate years:* Offered 1978-79.

Econ. 262 Intermediate Accounting II 4 hours

Critical study of the principles governing the valuation of assets and the application to balance sheet problems of the concept of matching revenues and costs. *Prerequisite:* Econ. 261. *Alternate years:* Offered 1978-79.

Econ. 271 Cost Accounting 4 hours

Basic concepts and techniques of industrial accounting; historical and standard costs; budgeting; management use of cost accounting information. *Prerequisites:* Econ. 241, 246. *Alternate years:* Offered 1977-78.

Econ. 272 Auditing 4 hours

Basic concepts of standards of auditing; audit procedures and working papers; internal and external audit reports. *Prerequisites:* Econ. 261, 262. *Alternate years:* Offered 1977-78.

Econ. 280 Management 4 hours

Study of the management process; decision-making, concepts of control, operating objectives, managerial action, group dynamics; analysis of cases. A seminar course. *Prerequisite:* Econ. 200. *Alternate years:* Offered 1977-78.

Econ. 290 Principles of Marketing 4 hours

Marketing function of the manufacturer, wholesaler, jobber, retailer, mail order-house, chain store and other marketing institutions; cost of distribution; problems of marketing management and planning; and modern trends in marketing. *Prerequisite:* Econ. 200.

Econ. 300 Business and Society 4 hours

Interface of business with government and society; management action in situations involving significant political and social factors; the changing role of business. Open only to juniors and seniors. *Alternate years:* Offered 1978-79.

Econ. 301-302 Intermediate Economic Theory 4 hours each

Advanced survey of the elements theory primarily for students concentrating in economics. First semester: resource allocation, price determination, output determination, and income distribution under various market conditions. Second semester: a study of national income and employment determination, inflation growth and economic stability, interwoven with mathematical analysis and model building. Designed to introduce the student to the techniques of differential and integral calculus, linear equations, matrix algebra, and statistics as applied to the above analysis. *Prerequisites:* Econ. 200 and Math 201, 281.

Econ. 311 Business Finance 4 hours

Study of corporate organization and the planning of financial requirements. Intensive study of cash flow, budgeting, capital decisions, internal financing, and corporate reorganization. *Prerequisites:* Econ. 200, 241, Math 281.

Econ. 316 Money, Banking, and Fiscal Policy 4 hours

Various money markets; the operation of commercial banks, Federal Reserve System, and the Treasury Department including an analysis of tax revenues, expenditures, and debt-financing. *Prerequisites:* Econ. 200, 241.

Econ. 320 Financial Markets 4 hours

Theory of asset choice and resource allocation in the context of financial markets. Topics discussed include flow of funds, portfolio selection and analysis, and yield relationships within and among markets. *Prerequisites:* Econ. 200, 241, Math 281. *Alternate years:* Offered 1977-78.

Econ. 331 Economic History 4 hours

Study of economic development and institutional changes from the colonial period to the present, with emphasis on the period from 1887 to the present. *Prerequisite: Econ. 200.*

Econ. 341 Labor 4 hours

General course in labor economics, with an emphasis on trade unionism; history and objectives of organized labor; employment and wage theory; managerial labor policies; collective bargaining; current social, economic and political aspects of labor management relations; and labor law. *Prerequisite: Econ. 200.*

Econ. 360 International Trade 4 hours

Principles of international trade and finance and their application to the modern world; theory of comparative advantage; exchange rates, monetary standards, tariffs, quotas, and commercial policy; capital movements; aid to less developed countries; geographic origin and direction of trade routes and products. *Prerequisite: Econ. 200.*

Econ. 399 Junior Seminar 2 or 4 hours

Opportunity for interested students and faculty to explore some aspect of economics or business not covered in the curriculum. Topics have been: The Modern Left and the Establishment, Government Regulation, Public Finance, Quantitative Procedures in Management Science, and Data Processing in Modern Business. Students must be prepared for advanced work.

Econ. 477 Senior Seminar 2 hours

Devoted to a review of economics as a discipline, with attention to the political economy of the present. Also some guidance in preparation for Econ. 490.

Econ. 487-488 Independent Study 2 or 4 hours each**Econ. 490 Senior Project** 2-8 hours

Open only to students with a field of concentration in the department. Preparation of the senior project and its presentation. Time will also be devoted to review for the senior comprehensives. The topic for the senior project must be selected before the end of the junior year and be approved by the chairman of the department.





Education

AIMS

To develop a teacher who is a self-directing decision maker who recognizes the need for personal and professional growth, has the skills necessary to pursue it, and is secure enough to engage in personal and professional self-evaluation.

To develop a teacher who recognizes the needs of young persons and is able to utilize both the liberal arts background and principles of teaching in attempting to meet those needs today. The teacher also analyzes emerging trends and thinks critically about them in an attempt to arrive at a more human balance between the teacher's needs and the student's needs.

To develop a teacher who has the skill and willingness to communicate, in the deepest sense of the word, with people of all ages and backgrounds. In summary, the teacher is a perceptive and aware person who can utilize intellectual skills and knowledge to think critically and pursue self-directed goals.

REQUIREMENTS FOR TEACHER EDUCATION

A student preparing for elementary or secondary school teaching must plan to complete: (1) the requirements for graduation described on pages 55-56, (2) a selection of courses providing appropriate background for teaching in a particular field, and (3) a sequence of professional education courses and experiences designed to give a broad understanding of concepts and skills in teaching. Bethany is accredited by the National Council for Accred-

itation of Teacher Education (NCATE) and is a party to the interstate compact for reciprocity in certification.

To become eligible for teacher certification, the student must complete a college and state-approved program. It is the student's responsibility to seek appropriate counseling from the Education Department, preferably early in the freshman year, and to become familiar with all of the requirements.

The department recognizes abilities which students may already have in a given subject matter area and assists them in planning their program accordingly. Waivers or advanced standing granted by the College can be noted on official transcripts so that courses from which a student is exempted may be applied toward certification.

Leadership of children and youth groups, e.g., summer camp, scouts, church school, playground supervision, etc., is strongly recommended.

A period of observation and participation of at least 10 days in a school is an important and integral part of the elementary education curriculum. Most students find it convenient and most meaningful to undertake this experience during the January Term of their junior year, although some wish to explore the suitability of a teaching career by doing it earlier. To initiate this experience students should see their Education Department advisor. Definite arrangements should be made at least one month prior to the planned observation dates. Secondary Education students are encouraged to consider observation and participation in an educational agency when planning their intercultural and/or citizenship practicum.

Students enrolling for courses involving observation and teaching in schools must abide by dress and appearance standards of any school to which they are assigned.

ELEMENTARY EDUCATION

A student interested in pursuing a course of study leading to certification should contact a faculty member in the Department of Education early in the Freshman year. A *Student Guide to Teacher Education*, available in the Education Department Office, gives a full description of all programs.

Students should be aware that there are specific content courses that should be taken as part of the distribution requirements (Page 56), as well as courses in professional education. (See *Guide*).

Each student is responsible for planning a program to meet the specific requirements for certification. There are groups of courses from which selections can be made, but this program must be planned in consultation with the Education Department.

SECONDARY EDUCATION

Students preparing to teach at the secondary level should discuss their programs with the Chairman of the Education Department, as well as the person responsible for the Teacher Education Program in the major field. A second teaching field is required in most areas. A *Student Guide to Teacher Education* gives the full description of all programs leading to certification in West Virginia. The *Guide* is available in the Education Department.

Each student should be aware that certain courses need to be selected in meeting some of the distribution requirements (Page 56) for the College. The student is responsible for planning a program to meet certification requirements. This program must be approved by the Chairman of the Education Department and the Chairman of the Department in each subject field he or she is preparing to teach.

ADMISSION TO TEACHER EDUCATION

Students interested in preparing to teach are urged to consult a member of the Education Department individually as soon as possible for counseling with respect to prospects for employment in various teaching fields, course requirements, state certification requirements, etc.

During the second semester of the sophomore year, and after the student has enrolled in at least one education course, written application for admission to the elementary or secondary teacher education program should be submitted to the Education Department on forms obtained from the department.

Applications are appraised by the Teacher Education Review Committee with respect to academic achievement, emotional and physical fitness, personality traits, and other factors the committee considers essential to a teaching career. The committee may: (1) recommend full or conditional approval; (2) suggest programs to overcome certain deficiencies, or, in some cases, (3) recommend that the student not prepare for teaching.

A "C" average must be attained in all academic work and in all professional education courses for admission. All committee recommendations for approval are based on this condition.

The committee may review a student's qualifications at any time and issue appropriate recommendations. The general qualifications of all students are reviewed at the time they apply for student teaching. Forms, procedures and dates may be found in *The Student Guide*.

PROFESSIONAL BLOCK

Each student in teacher education takes a designated group of professional courses, including student teaching, during the *first* semester of the senior year. This is known as the Professional Block. Requirements for admission to the block are as follows:

Prerequisites — Admission to teacher education and for Elementary Education: Psychology 100 and Education 201, 202, 242, 345, 346, 348, and observation experience; for Secondary Education: Psychology 100, Education 202, 249, 480, and adequate background for student teaching in one or more subject fields as approved by the academic department(s) concerned. Prerequisites cannot be deferred until after the Professional Block or taken at another institution without *written* permission from the Education Department.

Scholarship Requirements — By state law, a student in Elementary Education must have not less than a "C" average in all college work and a "C" average in professional (education) courses taken prior to the time he or she is admitted to the block; a student in Secondary Education must have not less than a "C" average in all college work, a "C" average in his or her field(s) of specialization, and a "C" average in professional (education) courses, including methods courses offered by other departments, taken prior to the block.

Application for Student Teaching — Students are required to make application for student teaching during the second semester of the junior year, on forms provided by the Education Department. This application requests the recommendation of the student's senior Education Department advisor, if Elementary, or the academic department chairman or advisor, if Secondary, and requires the approval of the chairman of the Education Department. Applications cannot be approved for students not previously admitted to teacher education. Forms, procedures and dates may be found in *The Student Guide*.

Competency-based Professional Block — Student teaching is conducted for the entire first semester of the senior year in area schools or off-campus centers. Related course work is integrated with student teaching to provide direct application to field experience. Students as-

signed to off-campus centers may need to live in the community where the center is located. The College will assist in locating housing if desired, and with other details of the arrangement.

Students are not permitted to schedule courses in conflict with the block during the semester they are enrolled in it, or carry extra-curricular activities which interfere with the requirements imposed by the block. Arrangements can usually be made for practice and participation in varsity sports. Any exceptions to the above must be approved by the chairman of the departments concerned and by the dean of the faculty. Students should *not* register for other than the prescribed Professional Block courses without written permission from the Education Department.

CERTIFICATION

Near the end of the senior year, each student should initiate application procedures for certification in the state where he or she expects to teach.

Applications require the recommendation of the chairman of the Education Department. To be recommended, a student must meet — in addition to certification requirements of the state for which he or she is applying — the following qualifications: (1) successful student teaching experience; (2) completion of an approved teacher education program; (3) completion of the undergraduate program examinations (including both the field and education tests for secondary) during the senior year, as arranged by the Education Department; (4) eligibility for graduation; and (5) evidence of personal traits and character conducive to success as a teacher.

Ed. 201 Human Development and Learning I

4 hours

Individual and group development from infancy to adolescence. Observation and first hand contacts with children are included. Educational programs are considered in terms of the total child development. *Freshmen not admitted.*



Ed. 202 Human Development and Learning II

4 hours

Individual and group development from adolescence through the young adult periods. Applications are made in relation to learning theory, self understanding, and preparation for working with young people. *Freshmen not admitted.*

Ed. 220 Educational Alternatives and American Youth

2-4 hours

The study of educational alternatives, placing particular focus on learning about the self within the given curriculum structure: e.g., specifically, a more personalized consideration of various educational experiences on the young person coming of age in America today.

Ed. 240 Exploring Education

2 hours

Overview of teaching and other careers in education at all levels. Program planning. Discussion of current problems and issues, including freedom to teach, racism, educating the disadvantaged, what schools should or should not teach, and accountability for results. Field trips to exemplary schools.

Ed. 242 Principles and Curriculum of Elementary and Middle School

2 hours

Introductory course in which students explore the goals of education and their implementation; the role of the teacher and professional concerns while applying the concepts of human development.

Ed. 249 Participation in Secondary Schools 2 hours

Regularly scheduled observation and limited teaching activities in secondary schools. Seminars for direction and evaluation of observation experiences and study of related problems. *Offered Spring semester.*

Ed. 275 Student Development in Higher Education 4 hours

Study of the philosophy of higher education and the development of the individual student within the college environment. Emphasis is placed upon personal growth, communication skills, group dynamics, and residence hall programming. Didactic and experiential learning in the areas of personal, academic, and vocational counseling is included. (May be taken for credit as Psychology 275). *Enrollment limited to Resident Advisors.*

Ed. 333 Educational Psychology 2 hours

(See Psychology 333).

Ed. 340 Teaching Reading in the Middle and Secondary School 2 hours

This course will focus on diagnostic and prescriptive teaching techniques. Both the corrective techniques for the remedial reader and the higher order cognitive skills will be included. In addition to classwork this course includes two hours weekly of tutoring of middle school, secondary, or college students who have been recommended by their advisors for help in reading. (May be taken for credit as English 482). *Offered Spring Semester.*

Ed. 342 Children's Literature in the Elementary and Middle School 2 hours

Includes background of the history of literature for children; familiarity with established and current literature in this area; critical analysis skills; methods and techniques of using literature; work with children.

Ed. 343 Literature and Adolescence 2 hours

(See English 290).

Ed. 344 Teaching Skills Laboratory Non-credit

Study and practice of specific teaching skills using films, manuals, microteaching, and TV. Students concurrently enrolled in elementary or secondary methods courses or student teaching may participate in units prescribed by their instructors, or as desired within limitations of facilities and supervision.

**Ed. 345 Methods and Content in Elementary and Middle School I** 4 hours

Practical application of arithmetical skills, including the understanding of fundamental processes; comparison of different philosophies in teaching arithmetic; the elements of modern math; and the theoretical and practical application of the metric system at all levels of the curriculum. Classroom experience in public schools. *Prerequisite: Math. 225 or permission of the instructor.*

Ed. 346 Methods and Content in Elementary and Middle School II 4 hours

Emphasis on teaching the skills of reading, listening, speaking, and writing as they relate to the total curriculum. Emphasis on teaching of reading and the integration of the related areas in language arts. Students are expected to demonstrate competence in appropriate audio-visual aids. Classroom experience in public schools.

Ed. 348 Professional Practicum 2 hours

Preparation of the prospective elementary student teacher for a professional role as observer and participant in the classroom.

Ed. 365 Audio-Visual Education 2 hours

Emphasis on basic media equipment operation and production techniques common to classroom instruction, communications, and business. Includes class and individual projects to acquaint students with the media field, and a self instructional lab for equipment skill development. (May be taken for credit as Communications 365).

Ed. 401 History and Philosophy of Education 2 hours

Development of modern education in social, historical, and philosophical perspective, emphasizing backgrounds of present practices, current problems, and issues. Current practice is analyzed in terms of philosophic rationale and applications are made to the school situation.

Ed. 428 Principles and Techniques of Secondary Education 4 hours

Aims, functions, and curriculum organization of middle, junior high, and senior high schools. Basic strategies, materials, and techniques, including evaluation applicable to teaching, are integrated with a full semester of student teaching in schools. Certification and employment procedures, professional practices, and continuing education are also considered.

Ed. 443 Observation and Directed Teaching in Elementary Education 8 hours

Observation and full-time student teaching from September until Christmas to include a minimum of 200 clock hours of direct teaching. Concurrent enrollment in Ed. 333, 401, and 447. *Prerequisites:* See *Professional Block*.

Ed. 447 Methods and Content in Elementary and Middle School III 4 hours

Understanding of the concepts of the social studies and sciences approached through various methods, including unit study, inquiry, experimentation, and the process approach. Practical application in school situation.

Ed. 452 Education of Exceptional Children Emphasizing Learning Disabilities 2 or 4 hours

Identifying exceptional children, especially with learning disabilities, understanding their situation and behavior, working with them as learn-

ers and group members, and directing their handling of themselves as members of society. Seminar discussions, readings, and application of integrated knowledge in work with children. Those taking the course for full credit will complete a practicum during which they work in one of several area school programs for exceptional children. The most meaningful practicums result when a student has made prior arrangements for time blocks for and transportation to specific education classrooms. This may be done during the previous January or earlier by the student in consultation with the instructor. *Prerequisite:* Ed. 443 or 475 or permission of the instructor. *Alternate years:* Spring 1978-79.

Ed. 460-470 Special Topics 2-4 hours**Ed. 475 Observation and Directed Teaching in Secondary Education 8 hours**

Directed full-semester observation and student teaching in secondary schools with partial assignments in lower schools if appropriate; to include weekly student teaching seminars and a minimum of 150 clock hours actual teaching. Students must make application for student teaching prior to advance registration. Other courses or activities which might interfere with student teaching are not permitted. Concurrent enrollment in Ed. 333, 401, and 428. *Prerequisites:* See *Professional Block*.

Ed. 480 Methods and Materials in Teaching 2 or 4 hours

See courses numbered 480 offered by Art, Biology, Chemistry, English, Foreign Languages, General Science, Mathematics, Music, Physical Education, Physics, Psychology, Social Sciences, and Theatre. Also see auxiliary methods courses, i.e. Art 340, Music 340-341, and Physical Education 280, required in some programs. May include observation and participation in secondary schools. Experiences in production and utilization of appropriate audio-visual materials and equipment.

Ed. 484 Methods of Teaching English as a Foreign Language 2 hours

(See English 484).

Ed. 487-488 Independent Study 2 or 4 hours**Ed. 490 Senior Project 2-8 hours**

English

AIMS

To help students to develop and maintain the ability to write clear and effective English; to guide them toward an increased understanding and critical appreciation of their literary heritage; to help prepare them for graduate and professional study. In addition, the department provides programs that prepare students for certification as teachers of English and Language Arts.

REQUIREMENTS FOR FIELD OF CONCENTRATION

1. Concentration in English requires a minimum of 32 hours in the department, exclusive of the Senior Project. The following courses are required: 140, 325-326, 330, 341-342, 477 and 478. Students will elect courses or independent study to extend their knowledge of one or two areas of literature, provide background for their Senior Project and part of their Senior Comprehensive Examination, and prepare them for further study or a career. Thus, the program of a student preparing for the law or another profession will be different from that of a student preparing for a career as a professional writer and from that of a student preparing for graduate study in English or for secondary school teaching. Students planning to attend graduate or professional schools should prepare to meet foreign language reading requirements.
2. At least 12 hours in another department must also be included in the field of concentration. These courses should be related either to the student's area of special interest in English or vocational plans.
3. Each student must take the Comprehensive Examination in English. The examination consists of three parts: the Undergraduate Record Examination in Literature, an essay examination, and an oral examination. Approximately one fourth of the essay examination is based on each student's area of special interest.
4. Students are not accepted for concentration in English later than the beginning of their fifth semester unless they have completed English 140 and either English 325-326 or English 341-342.
5. Students concentrating in English are expected to attain a minimum grade of "C" in all courses in the department.



6. Only students who have completed the following courses or their equivalents will be recommended by the department for certification to teach English in secondary school: Eng. 140 or 150, Eng. 210, Eng. 290 or Ed. 343, and Eng. 325-326, Eng. 341-342, Eng. 370, Eng. 375, Eng. 480 or Ed. 480, a course in a non-English literature (either in the original language or in translation), Th. 220 or 221, Comm. 335. A second teaching field also is required. Students interested in teaching should consult the Education Department listings for required courses in Professional Education.

WRITING PROFICIENCY PROGRAM

The Writing Proficiency Program is administered by the department. Students should complete the program and meet the writing proficiency requirement for graduation before the beginning of the senior year. Details of the requirement may be found on page 57.

Writing Tests must be taken in sequence and are given according to the following schedule:

September	Diagnostic Test: All entering students
December	Writing Qualification Test: Freshmen
February	Diagnostic Test: All students entering in February
April 6	Writing Qualification Test: Sophomores and Juniors

The following courses may be taken in partial fulfillment of the writing proficiency requirement or to prepare

for the Writing Qualification Tests: Eng. 100, 125, 140, 150, 200, 210, 213, 310. Each of these courses is described below.

Eng. 100 College Composition 2 hours
Training and practice in writing clear and effective expository prose. Each student writes at least seven essays using traditional rhetorical principles. Also includes instruction in methods of library research. (May not be taken on a credit-no credit basis). *Offered each semester.*

Eng. 120 Expository Writing Non-credit
Training and practice in writing clear and effective expository prose with emphasis upon the needs of individual students. *Required of all students whose performance on the third (Junior) Writing Qualification Test is not satisfactory. Offered each semester.*

Eng. 125 Expository Writing Workshop 2 hours
Training and practice in writing clear and effective expository prose. After an initial diagnosis, an individual program is designed for each student. Offered as a substitute for English 100 and an alternative to English 120. (May not be taken on a credit-no credit basis).

Eng. 140 Introduction to Literature 4 hours
Introduction to the study of poetry, drama, and fiction. Emphasis is on the development of techniques for the analysis and evaluation of poetry, drama, and fiction and on the writing of literary essays. *Open to all students. Required for concentration in English.*

Eng. 145 Introduction to Dramatic Literature 4 hours
(See Theatre 145).

Eng. 150 Honors Freshman English 4 hours
A course for freshmen of superior ability and accomplishment. Introduction to the principles of critical reading and writing and to the analysis and evaluation of poetry, drama, and fiction. Intensive practice in expository and imaginative writing with emphasis upon the achievement of clarity and accuracy. *May be substituted for Eng. 140 to fulfill requirement for concentration in English and prerequisites for English courses. Enrollment by invitation only.*

Eng. 200 Research Paper Writing

2 hours

Introduction to the writing of library research papers. Instruction in topic selection, library resources, the research process, the rhetoric of research paper writing, documentation, and the mechanics of format. Each student writes at least two research papers. *Prerequisite: English 100 or its equivalent.*

Eng. 210 Creative Writing

2 hours

Training and practice in the creative aspects of expository and imaginative writing. Students write essays, sketches, short fiction, poems, and dramatic scenes. *Prerequisite: English 100 or its equivalent. Required for students preparing to teach secondary school English. Enrollment limited to 15 students with preference given to Juniors and Seniors.*

Eng. 213 Advanced Expository Writing

2 hours

Intensive practice in writing expository prose with emphasis upon the achievement of literary excellence. Enrollment limited to 15 students with preference given to juniors and seniors. *Prerequisite: English 100 or its equivalent.*

Eng. 217 Imaginative Writing

2 hours

Intensive practice in writing fiction, poetry, or plays with emphasis upon the achievement of literary excellence. Individual assignments and frequent conferences. *Enrollment limited to 12 students with preference given to Juniors and Seniors. Prerequisites: Eng. 140 or 210 and permission of the instructor. (May be taken for credit as Theatre 202).*

Eng. 240 Myths and Legends

2 hours

Study of classical, European, and British myths and legends and their use in western literature. Some attention to non-Western myths.

Eng. 245 Masterpieces of French Literature

2 hours

(See French 311).

Eng. 251 Classical Literature

2 hours

Study of the literary masterpieces of ancient Greece and Rome. Emphasis is on the epic and dramatic works of the period. Works are read in modern English translations. (May be taken for credit as Foreign Language 251).

Eng. 252 Medieval Literature

2 hours

Study of the literary masterpieces of medieval Europe. Emphasis is on the epics, romances, and plays of the period. Works are read in modern English translations. (May be taken for credit as Foreign Language 252).

**Eng. 255-256 Great Plays**

2 hours each

Study of masterpieces of the drama in Europe from the beginnings to the present. Plays are read in modern English translations. (May be taken for credit as Foreign Language 255-256 or Theatre 255-256).

Eng. 257-258 Great Novels

2 hours each

Study of masterpieces of the novel in Europe from the beginnings to the present. Novels are read in modern English translations. (May be taken for credit as Foreign Language 257-258).

Eng. 261-262 British Novel

2 hours each

Development of the British novel from the 18th century to the present. 261: Defoe through Dickens. 262: Hardy to the present.

Eng. 263-264 American Novel

2 hours each

Development of the American novel from the 19th century to the present. 263: Beginnings through World War I. 264: 1920s to the present.

Eng. 270 Shakespeare

4 hours

Rapid reading of the major plays with emphasis upon Shakespeare's themes, motifs, language, and characterization. (May be taken for credit as Theatre 270).

Eng. 273 British Drama to 1901 2 hours

Development of drama in the British Isles from the Middle Ages through the Victorian period. (May be taken for credit as Theatre 273).

Eng. 274 British and American Drama in the Twentieth Century 2 hours

Development of British and American drama since the beginning of the twentieth century. (May be taken for credit as Theatre 274).

Eng. 275-277 Theatre History 4 hours each
(See Theatre 275-277).**Eng. 280-289 Colloquium in Literature** 2 or 4 hours each

Courses for the discussion of special topics in literature. *Enrollment in each course limited to 20 students.*

Eng. 280 Major Women Novelists 4 hours

Study of the works of some of the important women novelists of Britain and America. Among the writers considered are Austen, the Brontës, Chopin, Woolf, and O'Connor.

**Eng. 281 King Arthur: Past and Present** 2 hours

Examination of the ways in which English, European, and American poets and novelists have used the legend of King Arthur. Readings include selections from Malory's *Morte D'Arthur*, Tennyson's *Idylls of the King*, Twain's *A Connecticut Yankee in King Arthur's Court*, and White's *The Once and Future King*.

Eng. 287 Black Literature of Liberation: A Folk Religion 2 hours

Study of Black folktales, sermons, and slave narratives and their relationships to slave religion, the religious music of the slaves, and early black fiction. (May be taken for credit as Religious Studies 367).

Eng. 288 Black Literature of Liberation: A Religious Odyssey 2 hours

A study of fiction by twentieth century Afro-American writers and its relationship with the religious experience of Afro-Americans in this century. Readings include *Cane*, *Invisible Man*, *Go Tell It On The Mountain*, *Yellow-Back Radio Broke Down*, *Roots*, and *The Black Experience in Religion*. (May be taken for credit as Religious Studies 368).

Eng. 290 Literature and Adolescence 2 hours

Study of important works about or of special interest to young people of junior high school through high school age. Techniques of presenting the works are considered. Readings are primarily in short stories and novels. Required for students preparing to teach secondary school English. (May be taken for credit as Ed. 343).

Eng. 310 Practical Criticism 2 hours

Application of analytical and evaluative techniques to the study of poetry, drama, and fiction. Emphasis is on the development of critical points of view and on the preparation of critical essays. Recommended for students concentrating in literature, especially those who plan to attend graduate school. *Prerequisite:* Eng. 140.

Eng. 325-326 British Literature 4 hours each

Development of British literature from the beginning through the Victorian Period. First semester: from *Beowulf* through Milton. Second semester: from the Restoration to the end of the 19th century. *Prerequisite:* Eng. 140. *Required for concentration in English.*

Eng. 330 Twentieth Century British Literature 2 hours

Study of the works of important British writers during the present century. *Prerequisite:* Eng. 140. *Required for concentration in English.*

Eng. 478 Directed Reading

2 hours

Independent reading to broaden the student's understanding of specific areas of British and American literature. *Prerequisite: Eng. 477. Required for concentration, but may be waived for individual students at the discretion of the English Department.*

Eng. 480 Methods of Teaching English

2 hours

Teaching of high school composition and literature. Literary analysis, systems of grammar, and reading improvement. (May be taken for credit as Education 480).

Eng. 482 Teaching Reading in the Middle and Secondary School

2 hours

(See Education 340).

Eng. 484 Methods of Teaching English as a Foreign Language

2 hours

Directed study of techniques for teaching English vocabulary, spelling, and grammar to native speakers of other languages. Practical experience through tutoring. (May be taken for credit as Education 484). *Offered each semester upon request.*

Eng. 487-488 Independent Study 2 or 4 hours each

Individual study in any area of English for which the student is qualified. Independent study is offered only in areas not included in other courses in the department. *Prerequisites: Adequate preparation to undertake the study as determined by the instructor; permission of the chairman of the department.*

Eng. 490 Senior Project

2 or 4 hours

Generally consists of a major critical paper on a topic developed from at least one of the student's elective courses in the department. During the junior year, the student should determine an area of interest and make a preliminary investigation of it after consulting with his or her mentor (the faculty member best qualified to assist in the project). Reading and research should continue during the student's senior year, and much of the final semester should be devoted to preparation of the paper. Sometimes, the project may take other forms. Students wishing to undertake an unusual project must consult with the chairman of the department no later than the beginning of the fourth semester. Credit for the senior project is not included in the total number of hours required for concentration in English.

Fine Arts

AIMS

The Fine Arts Department is not a separate faculty; it draws upon the faculties and curricula of the Departments of Art, Communications, Music, Philosophy, and Theatre. Its aims are to give expression to the aesthetic unity of the various forms and modes of art, and to permit students to pursue a non-professional interest in these fields.

REQUIREMENTS FOR FIELD OF CONCENTRATION

All students concentrating in Fine Arts must take Fine Arts 201-202; Art 200; Theatre 275, 276, 277, or 278; Music 101 or 111; Philosophy 368; Fine Arts 477; and a Senior Project. In addition, at least six courses must be elected from at least two of the following categories, with an emphasis (four courses) in one of the categories.

1. Art: advanced art studio and art history courses
2. Music: music theory and music literature courses
3. Communications: basic speech courses
4. Theatre: advanced theatre courses

Students electing this field of concentration would normally be expected to participate in performance and practice activities provided through extracurricular programs, especially in their area of emphasis.

Students primarily interested in art or music should also consult the sections of this catalog dealing with fields of concentration in those departments.

F.A. 201-202 Introduction to the Arts 4 hours each

Introduction to the elements of the graphic and plastic arts and music and to the organization of these elements in works of art through the examination of representative master works of western art from all ages. Consideration is also given to aesthetic functions and values. The sequence is chronological, the first semester extending to the mid-18th century, the second, from that point to the present.

F.A. 477 Seminar 2 hours

Review of the fine arts area concentrating upon the student's field of emphasis, largely in preparation for the senior comprehensive examination. Required of all seniors in the fine arts field.

F.A. 487-488 Independent Study 2-4 hours**F.A. 490 Senior Project** 2 hours

Independent, student-initiated project which may be either research or creative work.



Foreign Languages

AIMS

To familiarize students with the language and literature of the French, German, and Spanish speaking peoples; to help students understand a culture other than their own; and to assist students in preparing for careers requiring foreign language skills. The program also provides students interested in research with a reading knowledge of a foreign language, and it helps travelers to foreign countries acquire basic conversation skills.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN FRENCH, GERMAN, OR SPANISH

A minimum of 24 hours in the target language (not including French 101-102, German 101-102, or Spanish 101-102) plus Foreign Language 425, and a Senior Project.

A working knowledge of a foreign language other than the one chosen as the field of concentration is recommended. Every student is required to spend a minimum of one semester studying in a country where his or her major foreign language is spoken. Students expecting to teach a foreign language must complete Foreign Language 480 and the appropriate civilization and survey of literature courses.

Foreign Language majors should consider a strong second field in an area related to career goals.

Only students who have completed the following courses or their equivalents will be recommended for state certification to teach French, German or Spanish in secondary school. French — major: Fr. 101, 102, 200, either 300 or 301, 313, either 351 or 352, F. L. 425, 480 and any other four hours in French. Second field: Fr. 101, 102, 200, either 351 or 352, F. L. 480 and any other four

hours of French. German — major: Ger. 101, 102, 200, either 300 or 301, 312, 350, F. L. 425, 480 and any other four hours in German. Second field: Ger. 101, 102, 200, either 300 or 301, 350, F. L. 480 and any other four hours of German. Spanish — major: Sp. 101, 102, 200, either 300 or 301, 351 or 352, 310 or 311, F. L. 425, 480 and any other six hours of Spanish. Second field: Sp. 101, 102, 200, either 300 or 301, 351 or 352, F. L. 480 and any other four hours in Spanish. See the Education Department listings for required Professional Education courses. A second teaching field is required.

FRENCH

Fr. 101 Basic French I 4 hours

Fundamentals of grammar, pronunciation, and composition. Emphasis on audio-oral approach to develop basic skills of comprehension, speaking, writing, and reading. One hour of lab per week in addition to four hours of classroom work. Intended primarily for students who have no acquaintance with the language. *Offered each fall semester.*

Fr. 102 Basic French II 4 hours

Continuation of French 101. *Prerequisite: Fr. 101 or equivalent. Offered each spring semester.*

Fr. 200 Intermediate French 4 hours

Grammar review, reading, speaking, writing. Introduction to great works of French literature. One hour of lab per week in addition to four hours of classroom work. *Prerequisite: Fr. 102 or equivalent. Offered each fall semester.*

Fr. 300 Conversation and Composition: The Living Language 4 hours

French and American life styles are compared through discussions, skits, and compositions designed to improve the student's communication skills in French. Topics center around school, home life, and interpersonal relationships. A feature of this course is participation in the weekly meeting of the French Club at the dinner hour. *Prerequisite: Fr. 200 or equivalent. Offered Spring 1977-78.*

Fr. 301 Conversation and Composition: Modern France 4 hours

While improving skills of spoken and written communications in French, the student becomes acquainted with the nature and concerns of modern France. A feature of this course is participation in the weekly meeting of the French Club at the dinner hour. *Prerequisite: Fr. 200 or equivalent. Offered Spring 1978-79.*

Fr. 311 Masterpieces of French Literature 2 hours

Highlights of French literature from Voltaire to Sartre as it seeks to examine the human condition. Readings and discussion in English. (May be taken for credit as English 245 or for four hours of credit as part of the Paris Semester).

Fr. 313 French Civilization 4 hours

Introduction to France and its culture, with special attention to its history, literature, theatre, art, and music. Readings and discussions in English. (May be taken for credit as Social Science 313 or as a part of the Paris Semester). *Offered Spring 1978-79.*

Fr. 351 Survey of French Literature I 4 hours

Survey of French literature from the earliest periods to the end of the 18th century. Readings in French from an anthology and certain reference works. Conducted in French. *Prerequisite: Fr. 200 or equivalent. Alternate years: Fall 1977-78.*

Fr. 352 Survey of French Literature II 4 hours

Survey of French literature of the 19th and 20th centuries. Introduction to *explication de texte* techniques. Readings in French from an anthology and certain reference works. Conducted in French. *Prerequisite: Fr. 200 or equivalent. Alternate years: Spring 1977-78.*

Fr. 360 French on Stage 2 hours

Students analyze, produce, and present to the public a full-length theatrical production in French. *Prerequisite: a reading knowledge of French. Fr. 300 or 301 recommended. Offered each spring semester.*

Fr. 400 Advanced French Grammar 2 hours

To facilitate correctness in writing and speaking, the grammatical structure of the French language is examined. *Prerequisite: Fr. 200 or equivalent. Alternate years: Spring 1978-79.*

Literary Studies

Seminars highlighting major literary movements and genres from France's past and present.

Fr. 411 19th Century Novel 2 hours

French romanticism, realism, and naturalism are examined through the works of such novelists as Hugo, Stendhal, Flaubert, Balzac, and Zola. Conducted in French. *Prerequisite: A good reading knowledge of French. Fr. 351 or 352 is recommended. Alternate years: Spring 1980-81, first half of the semester.*

Fr. 412 Contemporary Novel 2 hours

Study of the development of 20th century French fiction, from Proust and Gide to the New Novel. Conducted in French. *Prerequisite: A good reading knowledge of French. Fr. 351 or 352 is recommended. Alternate years: Spring 1977-78, second half of the semester.*

Fr. 413 Philosophers of the French Enlightenment 2 hours

Examination of representative works by major 18th century French thinkers, including Montesquieu, Voltaire, Diderot, and Rousseau. Conducted in French. *Prerequisite: A good reading knowledge of French. Fr. 351 or 352 is recommended. Alternate years: Fall 1978-79, first half of the semester.*

Fr. 414 French Existentialism in Literature 2 hours

Study of France's existentialists, including Sartre, Camus, and de Beauvoir. Conducted in French. *Prerequisite: A good reading knowledge of French. Fr. 351 or 352 is recommended. Alternate years: Fall 1978-79, second half of the semester.*

Fr. 415 17th Century Classical Theatre 2 hours

Study of the great classical dramatists of France: Corneille, Moliere, and Racine. Conducted in French. *Prerequisite: A good reading knowledge of French. Fr. 351 or 352 is recommended. Alternate years: Spring 1979-80, first half of the semester.*

Fr. 416 Poetry: From Romanticism to Surrealism 2 hours

Analysis of 19th and early 20th century French poetry, including the works of Lamartine, Hugo, Gautier, Baudelaire, Rimbaud, Apollinaire, Breton, and others. Conducted in French. *Prerequisite: A good read-*

ing knowledge of French. Fr. 351 or 352 is recommended. Alternate years: Fall 1979-80, second half of the semester.

Fr. 487-488 Independent Study 2 or 4 hours each

Fr. 490 Senior Project 2-8 hours

GERMAN

Ger. 101 Basic German I 4 hours

Fundamental pronunciation, grammar, and reading. Emphasis on audio-oral approach to develop basic skills of comprehension, speaking, reading, and writing. One hour of lab work plus four hours of classroom work per week. Primarily for students who have no acquaintance with the language. *Offered each fall semester.*

Ger. 102 Basic German II 4 hours

Continuation of German 101. *Prerequisite: Ger. 101 or equivalent. Offered each spring semester.*

Ger. 200 Intermediate German 4 hours

Grammar review, reading, speaking, writing. Introduction to great works of literature. One hour of lab work in addition to four hours of classroom work per week. *Prerequisite: Ger. 101-102 or equivalent. Offered each fall semester.*

Ger. 300 Conversation and Composition: The Living Language 4 hours

Discussion of life in Germany. Designed to improve communication skills. Brief oral and written reports. A feature of this course is participation in the weekly meeting of the German Club at the dinner hour. *Prerequisite: Ger. 200 or equivalent. Offered Spring 1977-78.*

Ger. 301 Conversation and Composition: Modern Germany 4 hours

While improving skills of spoken and written communication in German, the student will be introduced to the nature and concerns of modern Germany. Much of the material discussed will be taken from current newspapers and magazines. A feature of this course is participation in the weekly meeting of the German Club at the dinner hour. *Prerequisite: Ger. 200 or equivalent. Offered Spring 1978-79.*

Ger. 302 German Business Correspondence 2 hours

Designed to prepare students for possible employment in German-American firms through the development of skills in business letter writing and familiarization with German technical terms in business and banking. *Prerequisite: Ger. 200 or equivalent. Offered Spring 1977-78.*

Ger. 306 Modern German Short Stories 2 hours

Selected stories by Kafka, Brecht, and Böll are read and discussed in German. *Prerequisite: Ger. 200 or equivalent. Offered Fall 1977-78, first half of the semester.*

Ger. 308 Modern German Dramas 2 hours

Plays by modern authors, including Brecht and Dürrenmatt, are read and discussed in German. *Prerequisite: Ger. 200 or equivalent. Offered Fall 1977-78, second half of the semester.*

Ger. 312 German Civilization 4 hours

Designed to acquaint the student with the history, culture, and people of the German speaking countries, the two Germanies, Switzerland, and Austria. Conducted in English. (May be taken for credit as Social Science 312). *Offered Spring 1977-78.*

Ger. 350 Survey of German Literature 4 hours

Great authors and works of German literature from the beginnings to the present. Readings in German from an anthology. Conducted in German. *Prerequisite: Ger. 200.*

Literary Studies

Courses numbered 400 and above are seminars for the study of special literary topics and periods. They are offered as needed and are usually intended for majors.

**Ger. 411 Survey of the German Theatre:
From the Enlightenment
to Contemporary Times** 4 hours

Study of the most significant dramas, including those of Lessing, Goethe, Schiller, Hauptmann, Brecht, and Kleist. Conducted in German. *Prerequisite: A good reading knowledge of German. Ger. 350 is recommended.*

**Ger. 412 German Literature from
Romanticism to Naturalism** 4 hours

Exploration of the wealth of poetry, short stories, and *Novellen* of this turbulent and formative period of German history. Readings (in German) include works by Eichendorff, Heine, Mörike, Storm, and Hauptmann. *Prerequisite: A good reading knowledge of German. Ger. 350 is recommended.*

**Ger. 413 German Literature in
the 20th Century** 4 hours

Introduction to some of the chief authors, works, and literary movements of the 20th century. Readings (in German) include representative works by Mann, Kafka, Hesse, Grass, and Böll. *Prerequisite: A good reading knowledge of German. Ger. 350 is recommended.*

Ger. 487-488 Independent Study 2 or 4 hours each**Ger. 490 Senior Project** 2-8 hours

SPANISH

Span. 101 Basic Spanish I 4 hours

Fundamentals of pronunciation, grammar, reading, and composition. Emphasis on audio-oral approach to develop basic skills of comprehension, speaking, reading, and writing. One hour of lab per week in addition to four hours of classroom work. Intended primarily for students who have no acquaintance with the language. *Offered each fall semester.*

Span. 102 Basic Spanish II 4 hours

Continuation of Spanish 101. *Prerequisite: Span. 101. Offered each spring semester.*

Span. 200 Intermediate Spanish 4 hours

Grammar review, speaking, writing, and introduction to great works of literature. One hour of lab per week in addition to four hours of classroom work. *Prerequisite: Span. 101-102 or equivalent. Offered each fall semester.*

Span. 300 Spanish Conversation and Composition I 4 hours

Intensive training in spoken and written Spanish emphasizing the civilization and history of Spain. Oral and written reports and discussion. A feature of this course is participation in the weekly meeting of the Spanish Club at the dinner hour. *Prerequisite: Span. 200 or equivalent. Offered each fall semester.*

Span. 301 Spanish Conversation and Composition II 4 hours

Intensive training in spoken and written Spanish emphasizing the cultural heritage and history of Latin America. Oral and written reports and discussion. A feature of this course is participation in the weekly meeting of the Spanish Club at the dinner hour. *Prerequisite: Span. 200. Offered each spring semester.*

Span. 302 International Spanish Correspondence 4 hours

Designed to prepare students of Spanish for possible employment in international government and commercial professions through the development of skills in business and diplomatic letter writing, familiarization with technical Spanish terms, instruction in methods of modern translation, and comprehensive preparation for bilingual positions. *Offered each spring semester.*

Span. 310 Spanish American Civilization 2 hours

Development of Latin America from the pre-Columbian era to the present day in art, music, drama, history, and literature. Each student does research on a specific project selected in consultation with the instructor. Conducted in English. (May be taken for credit as Social Science 310). *Offered Spring 1978-79.*

Span. 311 Spanish Civilization 2 or 4 hours

Spain's influence on the history, art, music, drama, literature, and science of the world. Each student does research on a specific project selected in consultation with the instructor. Conducted in English. (May be taken for credit as Social Science 311). *Offered Spring 1979-80.*

Span. 351 Survey of Spanish American Literature 4 hours

Great authors and works of Spanish American literature from the beginning to the present. Conducted in Spanish. *Prerequisite: Span. 200 or equivalent. Offered Spring 1978-79.*

Span. 352 Literature of Spain: Survey 4 hours

Great authors and works of Spanish literature from the beginning to the present. Conducted in Spanish. *Prerequisite: Span. 200 or equivalent. Offered Spring 1979-80.*

Literary Studies

Span. 401 Short Story in Spanish America 2 hours

Study of the struggle of man to determine his own destiny in the complex society of Spanish America through the short story. *Prerequisite: Span. 200 or equivalent. Offered Spring 1979-80, first half of the semester.*

Span. 402 Modern Spanish American Drama 2 hours

Study of contemporary Spanish American plays, their effect on Hispanic culture, and their presentation of modern problems. *Prerequisite: Span. 200 or equivalent. Offered Spring 1979-80, second half of the semester.*

**Span. 403 Literature of Spain:
The Generation of '98
and the 20th Century** 2 hours

Works of the novelists and philosophers who searched for the reasons for Spain's decline at the end of the 19th century, and of representative authors of the 20th century. *Prerequisite: Span. 200 or equivalent. Offered Fall 1979-80, first half of semester.*

**Span. 406 Contemporary Novel in
Spanish America** 2 hours

Survey of modern novels and their expression of important aspects of Latin American life. *Prerequisite: Span. 200 or equivalent. Offered Fall 1978-79, second half of the semester.*

**Span. 451 Literature of Spain:
19th Century Romantics** 2 hours

Poetry, plays, and legends from the first half of the 19th century. *Prerequisite: Span. 200 or equivalent. Offered Fall 1979-80, first half of the semester.*

**Span. 452 Literature of Spain:
19th Century Realists** 2 hours

The regional novel of customs. Psychological, social, and thesis novels of the last half of the 19th century. *Prerequisite: Span. 200 or equivalent. Offered Fall 1979-80, second half of the semester.*

**Span. 453 Literature of Spain:
The Golden Age** 2 hours

Poetry and drama of the 16th and 17th centuries when Spain was at its artistic and literary height. *Prerequisite: Span. 200 or equivalent. Offered Spring 1978-79, first half of the semester.*

Span. 454 Literature of Spain: Don Quixote 2 hours

Cervantes' masterpiece presenting the contrast of idealism and imagination versus realism and practicality in a great novel. *Prerequisite: Span. 200 or equivalent. Offered Spring 1978-79, second half of the semester.*

Span. 487-488 Independent Study 2 or 4 hours each

Span. 490 Senior Project 2-8 hours



GREEK

Gr. 301 Hellenistic Greek I 4 hours

Introduction to the grammar of the Greek language in the Hellenistic Age. Primary emphasis is placed on the structure of the Greek of the New Testament. *Offered Fall 1977-78.*

Gr. 302 Hellenistic Greek II 4 hours

Continuation of Gr. 301 with greater emphasis upon syntax and reading of the Greek New Testament. *Offered Spring 1977-78.*

Gr. 401 Hellenistic Greek Readings I 4 hours

For students who have had a basic course in the Greek language. Facilitates the reading and interpretation of texts from the Septuagint, the New Testament, papyri, and early Christian writers. *Offered Fall 1978-79.*

Gr. 402 Hellenistic Greek Readings II 4 hours

Continuation of Gr. 401 with readings in early Christian literature. *Offered Spring 1978-79.*

Gr. 487-488 Independent Study 2 or 4 hours each

FOREIGN LANGUAGE

F.L. 115-J Caribbean Culture 2 hours

Study of representative works of 20th century authors of the Caribbean islands of Cuba, Jamaica, Haiti, Dominican Republic, Puerto Rico, and the Lesser Antilles. The French, Spanish, and Dutch writings are available in translation. Taught on St. Croix, one of the Virgin Islands, during the second and third weeks of January.

F.L. 251 Classical Literature 2 hours (See English 251).

F.L. 252 Medieval Literature 2 hours (See English 252).

F.L. 255-256 Great Plays 2 hours each (See English 255-256).

F.L. 257-258 Great Novels 2 hours each (See English 257-258).

F.L. 403 Reading and Research in the Foreign Press 2 hours (See Communications 403).

F.L. 425 Introduction to Linguistic Development of Languages 2 hours Basic concepts and terminology of linguistics. Development of English, French, German, and Spanish from the Indo-European to modern times. Required of all majors in the department. *Open to other students with permission of the instructor. Offered each spring semester.*

F.L. 480 Methods and Materials in Teaching Foreign Languages 2 hours Methods, teaching materials, lesson planning, and extracurricular activities necessary for the teacher of French, German, or Spanish as a foreign language. (May be taken for credit as Education 480). *Offered first half of each spring semester.*

F.L. 487-488 Independent Study in Foreign Languages 2 or 4 hours

General Sciences

The division of General Sciences is a grouping of courses only. It is not a department and does not offer a field of concentration. It provides a number of programs, many of which are interdisciplinary in nature, designed principally for non-science majors. Some of these courses, however, such as the history of science, are excellent supplements to the college programs of science majors. In addition, special courses are offered for those who are interested in the teaching of science at the secondary school level.

Only students who have completed the following courses or their equivalents will be recommended for state certification to teach General Science in the secondary school: Bio. 100, 101, 102, 103. Chem. 101, 102. Physics 101, 102 or 201, 202. G. S. 201, 480. See the Education Department listings for required Professional Education courses. A second teaching field is required.

G.S. 101 Natural Philosophy 4 hours Examination of the physical universe and man's place in it through an emphasis upon the ways in which the physical sciences have altered and are now altering man's understanding of the universe.

G.S. 102 Physical Science 4 hours Survey of the field of chemistry with appropriate laboratory work. Open to freshmen. Students planning to complete a field of concentration in chemistry or physics should not enroll in this course.

G.S. 201 Astronomy 4 hours Non-technical course in descriptive astronomy and cosmology, including such topics as the solar system, stars, galactic systems, telescopes, rocketry, and space travel. *Alternate years: 1978-79.*

G.S. 202 Physical and Cultural Geography 4 hours Study of the physical processes tending to alter the climate and surface features of the earth and their consequent effects upon human populations. *Alternate years: 1978-79.*

G.S. 209 History and Philosophy of Science 4 hours

Study of some of the major ideas conceived by western man in attempting to comprehend and describe the natural world. (May be taken for credit as Philosophy 353). *Prerequisite: one year of college level science or permission of the instructor. Alternate years: 1978-79.*

G.S. 210 Science, Technology, and Society 4 hours

Historical examination of the effects of scientific and technological innovations upon various societies, emphasis being placed upon technology and science of the western world since 1850. (May be taken for credit as Sociology 210). *Alternate years: 1976-77.*

G.S. 211 Energy, Conservation and the Environment 2 hours

This course will examine the energy supply/demand and environmental problems facing our society in the future, as well as the necessity of conservation of present resources. The interrelationships between energy available and economic, political, social and technological systems also will be explored.

G.S. 480 Methods and Materials in Teaching Physical and Life Sciences 4 hours

Aims and methods of teaching the physical and life sciences in the secondary schools. Special attention is given to teaching general laboratory procedures and techniques of teaching. Each of the departments in the physical and life sciences participates in the program. *Prerequisite: 16 hours in one of the physical or life sciences or permission of the instructor.*

G.S. 487-488 Independent Study 2 or 4 hours each

GEOGRAPHY

(See General Science 202 and Social Science 302).

HEURISTICS

Heuristics 301-302 2 hours each

Investigation and discovery of methodologies of problem-solving within a broad spectrum of academic disciplines and pragmatic pursuits. *Not open to freshmen.*

History and Political Science

AIMS

To present the origin and development of institutions and ideas; to point out the great traditions that are molding our thought and action today; and to gain a better perspective of our political, economic, cultural, and social life. The courses in political science are intended to acquaint the student with political institutions and political problems in the United States and the world today.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN HISTORY

Twelve hours in European history, including History 301-302, 12 hours in American history, including History 201-202. Four hours in political science, four hours in either African or Asian or Latin American history, History 477, and a Senior Project. Students planning to attend graduate or professional schools should anticipate possible requirements in the areas of foreign language, statistics, accounting, and computer technology.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN POLITICAL SCIENCE AND HISTORY

Students selecting a field of concentration in this area are required to take Political Science 225, 328, 357, 478; History 201-202, 302 (with History 100 or 301 as possible substitutes when necessary); plus 16 additional hours selected from the area of political science, including a Senior Project. Students planning to attend law school, graduate school, or other professional schools should

anticipate possible requirements in such areas as foreign language, statistics, economics, accounting, and computer technology.

European and World History

Hist. 100 Western Civilization 4 hours

A survey of the Greek, Roman, Medieval and modern periods of western history. Cultural, diplomatic, economic, social and political topics are considered.

Hist. 297-298 Special Studies in History 2 or 4 hours

Designed to permit students to study with various faculty members in the department or with visiting instructors or other competent foreign visitors.

Hist. 301-302 Modern European History 4 hours each

Survey of European civilization from the Renaissance to the present. Second semester begins with 1815.

Hist. 325 British History to the 18th Century 4 hours

Study of the structure and growth of British society from Roman Britain to the Glorious Revolution of 1688. Topics such as Anglo-Saxon England, the nature of medieval kingship, the evolution of parliament, the English Reformation, and the causes and nature of the 17th century revolutions will be examined.

Hist. 326 British History Since the 17th Century 4 hours

Study of the structure and growth of British society from 1688 to the present. Topics such as the nature of 18th century politics, the Industrial Revolution, liberal and Victorian England, the impact of the World Wars on British society, and the "Irish Question" will be examined.

Hist. 351 Ancient Near Eastern Civilization 4 hours

(See Religious Studies 351).

Hist. 353 Hellenistic Civilization 4 hours

(See Religious Studies 353).



Hist. 371 Introduction to African Civilization 4 hours

Historical survey of the peoples, nations, kingdoms, and empires of sub-saharan Africa from prehistory to the beginning of the colonial period. The cultural, religious, and political life of the African peoples is considered.

Hist. 372 Modern African States 2 hours

Study of the growth and evolution of the modern African states from colonial possessions to independent nations. The problems facing Africa in the modern world are examined.

Hist. 381 History of the Middle East and North Africa 2 hours

Historical survey of the rise of the Islamic empires from the time of the Prophet, including the Caliphates, the classical period of Islam, and the Ottoman rule to the end of World War II.

Hist. 382 Cultural Life in the Middle East and North Africa 2 hours

Study of the cultural developments and impact of Islamic civilization, including religion, art, literature, philosophy, and law.

**Hist. 385 History and Culture
of East Asia**

4 hours

Study of the history and culture of East Asia with special emphasis on China and Japan. During the first section of the course, cultural matters will be examined within the context of the pre-modern period (4000 B.C.-1600 A.D.). Most of the class time will be devoted to a study of historical developments during the early modern and modern periods (1600-1945), especially in relation to such issues as international relations and modernization. *Prerequisite: One survey course in American or European history.*

Hist. 428 The Middle Ages

4 hours

Study of the decline of ancient civilization, the Byzantine and Islamic cultures, and especially the development of Western Europe to the 14th century.

**Hist. 468 Revolution and Reaction
in Modern History**

4 hours

Comparative study of the English, American, French, and Russian revolutions. Emphasis is placed on the origins and characteristics of revolutions, the roles of revolutionary leaders, and the relationship of the 17th, 18th, and 19th century revolutions to contemporary struggles in the third world.

American History**Hist. 201-202 U.S. History**

4 hours each

Political, economic, and social growth of America. First semester covers the period of exploration to 1865; second semester from 1865 to the present.

**Hist. 225 West Virginia History,
Government, and Geography**

2 hours

History of the western section of Virginia to the Civil War and the history and government of West Virginia to the present. The physical, political, and social geography of the state is included. Field trips to various sections of the state are included as part of the course.

**Hist. 341 Development of the
American Nation**

4 hours

History of the U.S. from 1816 to 1850. Considers the growth of American nationalism following the War of 1812; the rise of Jacksonian

Democracy and the effects of that movement through the Polk administration.

Hist. 342 Age of Big Business

4 hours

Political, social, and economic history of the U.S. from 1865 to 1914. Emphasis is placed on the growth of industrialism during this period and the resulting attempts at social reform.

Hist. 344 Civil War and Reconstruction

4 hours

Study of the coming of the Civil War and the period of Reconstruction to 1877. Attention is devoted to the evolution of the slavery controversy, the constitutional questions of nullification and secession, the development of Southern nationalism, an analysis of Civil War causation, the campaigns of the war, and the objectives and programs of Presidential and Congressional Reconstruction. *Prerequisite: Hist. 201 or its equivalent.*

Hist. 423 Contemporary U.S. History

4 hours

The history of the United States since 1945. The course will include a brief review of the Progressive Era, the 1920s and the New Deal. Films, records, contemporary magazines, scholarly journals and newspapers will be used in addition to the text books.

Hist. 426 Introduction to Latin America

2 hours

Study of the geography, politics, social composition, economic structure, and problems of modern Latin America.

Hist. 427 History of Latin America

2 hours

Introduction to the pre-Columbian, Colonial, and Republican history of Latin America.

Hist. 477 Historical Writings and Methods

2 hours

Study of the major works of the ancient, medieval, and modern European and American historians with emphasis on the various schools and methods of interpretation. The student also receives an introduction to the nature and methods of history as an intellectual discipline. Emphasis is placed on the technique of historical research, and the art of expression and critical analysis.

Hist. 487-488 Independent Study

2 or 4 hours each

Hist. 490 Senior Project

2-6 hours

Begins first semester of the senior year.

POLITICAL SCIENCE

Pol. Sci. 225 American Government 4 hours

Introduction to the formal and informal institutions and processes which comprise the American political system at the national level. Emphasis is placed on the mechanics of policy making and the behavior and attitudes of the American electorate.

Pol. Sci. 226 State and Local Government 2 hours

Study of the government and politics of states and local political subdivisions. Attention is given to the federal-state relationship, interstate relationships, and relationships between state and local governments, as well as to the structure, organization, functions, and problems of state and local governments.

Pol. Sci. 300 Public Administration 4 hours

An examination of the basic concerns of American public agencies, principally federal; problems of planning, organization, staffing and efficiency; problems of their proper place in the political arena; problems of relating democratic principles of administrative actions.

Pol. Sci. 328 Comparative Government 4 hours

Survey of the major approaches to the study of political systems, with attention to similarities and differences. Focuses on political parties, governmental institutions, ideologies, elites, interest groups, and political culture. The material involves specific case studies of representative countries in Western and Eastern Europe, the Soviet Union, Asia, Africa, Latin America, and the Middle East.

Pol. Sci. 339 American Political Parties 4 hours

Study of major and minor political parties in the U.S. Attention is given to the history, structure, functions, tactics, and financing of political parties in a democratic system, as well as to the American electoral process; and a brief look at foreign party systems. The role of interest or pressure groups in a democratic pluralist society is also given major attention. Pol. Sci. 225 or Hist. 201-202 are recommended for background in the field.

Pol. Sci. 341 U.S. Foreign Policy 2 hours

Examination of the personalities, assumptions, and mechanics behind the making of U.S. foreign policy since World War II. The material provides a framework for analyzing and evaluating various interpreta-

tions of national security and subsequent international commitments. Reference is made to particular examples of foreign policies, such as the Truman Doctrine, Korea, Vietnam, and Sino-American and U.S. Soviet relations. *Prerequisite: Pol. Sci. 225 or permission of the instructor.*

Pol. Sci. 343 International Politics 4 hours

Analysis of the factors involved in the decision-making process among nations, traditionally and in a global perspective. This analysis is applied to theoretical, historical, and current political situations.

Pol. Sci. 357 History of Political Philosophy 4 hours

Survey of the major literature in the evolution of political philosophy from the classical period to Karl Marx, with an attempt to gain perspective on both the eastern and western traditions. A special effort is made to relate the principal concepts in political philosophy, such as justice, freedom, and equality, to contemporary politics.

Pol. Sci. 371 Modern Political Ideologies 4 hours

Survey and analysis of the literature of prevalent 20th century ideologies, including communism, socialism, pacifism, anarchism, and democracy. *Prerequisite: Pol. Sci. 357 or permission of the instructor.*

Pol. Sci. 372 Modern African States 2 hours

Study of the growth and evolution of the modern African states from colonial possessions to independent nations. The problems facing Africa in the modern world are examined.

Pol. Sci. 392 Contemporary East Asian Politics 4 hours

Introduction to the two predominant political styles of East Asia in the post-war period with special attention to the political, cultural, social, and economic characteristics of Japanese democracy and Chinese communism.

Pol. Sci. 426 Introduction to Latin America 2 hours

Study of the geography, politics, social composition, economic structure, and problems of modern Latin America.

Pol. Sci. 465 Constitutional Law 4 hours

Study of the judicial elaboration and interpretation of the U.S. Constitution. A case study approach to the historical development of American constitutional principles. Pol. Sci. 225 or Hist. 201-202 are recommended for background in the field.

**Pol. Sci. 478 Research Methods in
Political Science**

4 hours

Consideration of the scope of political science through a survey of the prominent research in the field. Attention will be given to the "scientific" dimension of this work including reference to computer-assisted political analysis.

**Pol. Sci. 487-488 Independent
Study**

2 or 4 hours each

Pol. Sci. 490 Senior Project

2-6 hours

Begins first semester of the senior year.

Interdisciplinary Studies

AIMS

The interdisciplinary studies program recognizes that some students are more likely to achieve the goals of an "integrated education" and a "self-examined life," as set forth in the Bethany Plan, by designing their own cross-disciplinary field of concentration. The aim of the program is to facilitate such study by providing the machinery needed for its implementation and evaluation; by aiding the student in the study of interdisciplinary methods and problems; by critically evaluating the student's grasp of methods and materials of various disciplines; and by requiring the student to integrate his or her knowledge of materials and methods, derived from various disciplines, around a single problem or idea.

REQUIREMENTS FOR FIELD OF CONCENTRATION

The interdisciplinary studies program is designed to facilitate the faculty-sponsored or student-initiated program of study that cuts across departmental lines. The initiator of the program is responsible for establishing the content of the special curriculum, for stating the goals of the special curriculum, and for justifying the creation of a special curriculum. The Committee on Interdisciplinary Study approves or rejects the curriculum proposal. The program must include at least 24 hours (excluding the Senior Project) in an approved core curriculum. The special curriculum may not exceed 72 hours. No more than 48 hours in any one department will be counted toward graduation. All work is supervised by the director of interdisciplinary studies. The director serves as the student's academic advisor throughout the program of study.



ADMISSION TO THE INTERDISCIPLINARY STUDIES PROGRAM

It is recommended that all proposals for admission to the program be submitted to the director on or before the last day of the last semester of the student's sophomore year. Students who apply after this date may find that it will take them an extra summer or an extra semester to meet all requirements for graduation.

Student proposals must follow the outline provided by the Committee on Interdisciplinary Study and must be accompanied by proper supporting documents.

All proposals should be prepared in consultation with the director of interdisciplinary studies.

SENIOR YEAR

Senior Comprehensive Examination: Students must have completed at least 24 hours of study in their special curriculum (including all courses designated as required in the original proposal) before they are eligible to take the examination.

The Senior Comprehensive Examination will be designed to measure the student's grasp of methods and materials basic to the disciplines emphasized in the core curriculum; to test the student's capacity for integrating materials and methods from the various disciplines; and to allow the student to evaluate the success of the special curriculum in light of his or her stated goals.

Senior Project: Students who wish to do 4-8 hour Senior Projects must have their programs approved by the director on or before the last day of the last semester of their junior year.

I.S. 100 Freshman Interdisciplinary Lecture 4 hours
(See page 67 for descriptions of freshman interdisciplinary lectures).

I.S. 487-488 Independent Study 2 or 4 hours

I.S. 490 Senior Project 4-8 hours



Mathematics

AIMS

To provide the general student with a knowledge of the foundations of mathematics; to give the prospective teacher an understanding and appreciation of the fundamental ideas of elementary mathematics; to provide a tool for the technical student; and to give the prospective graduate student a foundation for later study and research.

REQUIREMENTS FOR FIELD OF CONCENTRATION

The student is required to take the following 24 hours in the department: Math. 201, Calculus I; Math. 202, Calculus II; Math. 203, Calculus III; Math. 354, Linear Algebra; Math. 400, Abstract Algebra; Math. 401, Real Analysis.

The student also must complete a Senior Project.

Each student must take Computer Science 169.

In addition, each student must complete one of the following tracks:

Mathematics: Twelve hours from the following: Math. 326, 341, 344, 371, 383, 384, 480.

Mathematics-Economics: Math. 231, 281, Eco. 200, 241, 301, 302, 22 hours.

Mathematics-Physics: Math. 341, Phys. 201, 202, 251 and 252; or Phys. 261 and 262; 300, 22 hours.

Mathematics-Computer Science: Sixteen hours from the following: Math. 371, Com. Sci. 269, 270, 355, 360, 365.

Only students who have completed the following courses or their equivalents will be recommended for state certification to teach mathematics in secondary

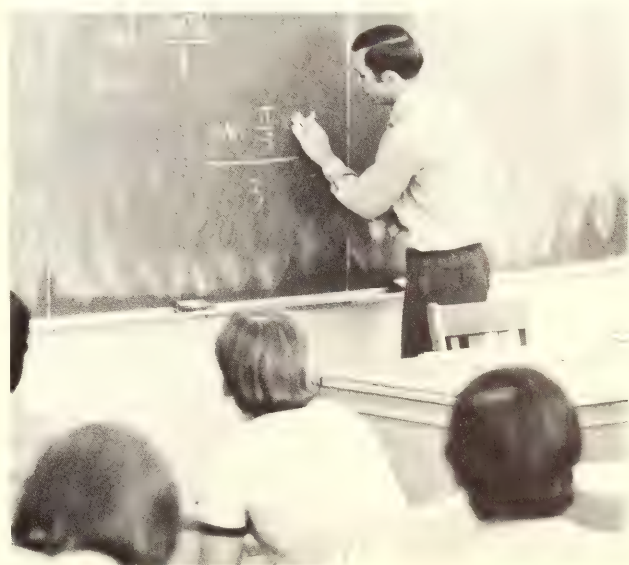
school: Math. 103, 201, 202, 203, 281, 326, 354, 383, 400, 401, 480 and Com. Sci. 169. See the Education Department listings for required Professional Education courses. A second teaching field is required.

Math. 103 Algebra and Trigonometry 4 hours

Designed to prepare the student to take calculus. Includes a study of sets and operations, real numbers, equations, functions, graphs, exponents, exponential functions, trigonometric functions, complex numbers, polynomial functions, logarithmic functions, and systems of equations. *Offered Fall and Spring semesters.*

Math. 141 Mathematics for the Liberal Arts Student 4 hours

Introduces the non-science major to the spirit and flavor of mathematics. Stresses fundamental concepts with the aim of clarifying the importance of mathematics in relation to other branches of knowledge. Topics that may be covered include sets, logic, the number concept, history of mathematics, the nature and use of geometry, computers, computer programming, and logical puzzles.



Math. 152 Finite Mathematics

4 hours

Intended primarily for students of the biological or social sciences. It is also recommended for non-science majors desiring an acquaintance with mathematics. It is not a precalculus course. Concepts studied include logic, set theory, matrices, probability theory, linear programming, and game theory. *Offered Spring semester.*

Math. 201 Calculus I

4 hours

Real number system, equations of a line, study of the circle and parabola, functions, limits, and continuity. Techniques of differentiation and integration applied to maximum and minimum problems and to related rates. *Prerequisite: 3½ years of high school math or Math. 103 or permission of the instructor. Offered Fall and Spring semesters.*

Math. 202 Calculus II

4 hours

Area between two curves, volumes of revolution, moments, centroids, hydrostatic pressure, and work. Integration and differentiation of transcendental functions. Methods of integration including integration by parts, partial fractions, and trigonometric substitution. Polar coordinates and graphs, area, and angles of intersection in polar coordinates. *Prerequisite: Math. 201 or advanced placement. Offered Fall and Spring semesters.*

Math. 203 Calculus III

4 hours

Intermediate calculus with emphasis on vector methods and functions of several variables. Scalar and vector products. Partial differentiation and applications, directional derivative and gradient. Multiple integrals with physical applications. Expansion of functions. L'Hospital rule, sequences, and series. *Prerequisite: Math. 202. Offered Fall and Spring semesters.*

Math 225-226 Mathematics for Elementary Teachers

2 hours each

The first course is a study of the fundamental principles and concepts of arithmetic. The second is a study of intuitive geometry. *Offered Spring semester.*

Math. 231 Operations Research

2 hours

This course deals with applications of matrix algebra to business and economics, including problems involving cost minimization and profit maximization. (The necessary matrix algebra will be developed in the course). Primarily designed for students who intend to pursue a career in business. *Prerequisite: Math. 103 or equivalent. Offered Fall 1977-78.*

**Math. 281 Statistical Methods**

4 hours

Introductory statistical analysis including frequency distribution and graphic presentation of data, measures of central tendency, relative positions in a distribution, variability, the normal curve and its applications, correlation and regression, probability and statistical inference, testing differences between means, introduction to analysis of variance. (Not open to students in the general program). *Offered Fall semester.*

Math. 326 Introduction to Modern Geometry

4 hours

Euclidean and non-Euclidean geometrics; an introduction to synthetic projective geometry; the concept of limit and infinity; geometrical constructions, recent developments and theorems. *Prerequisites: Math. 201, 202. Alternate years: Spring 1977-78.*

Math. 341 Differential Equations

4 hours

Methods of solution of ordinary and partial differential equations and applications to the physical sciences. *Prerequisite: Math 202. Offered Fall semester.*

Math. 344 Complex Variables

2 hours

Complex numbers, elementary functions, analytic functions, contour integration, Taylor and Laurent series, conformal mapping, boundary value problems, Laplacian equations. *Prerequisite: Math. 203. Alternate years: Spring 1978-79.*

Math. 354 Linear Algebra

4 hours

Geometric vectors, matrices and linear equations, real vector spaces, linear transformations and matrices, and inner product spaces. *Offered Spring semester.*

Math. 371 Numerical Analysis

4 hours

Numerical methods in evaluating integrals and differential equations. Techniques in finding the roots of polynomials and solving systems of linear equations and matrix manipulation. *Basic* and *Fortran* languages are used to apply the above methods. *Alternate years: Spring 1977-78.*

Math. 383 Probability & Statistics I

4 hours

Introduction to probability, basic distribution theory, limit theorems, mathematical expectation, probability densities, random variables, sampling distributions, point and interval estimation, tests of hypotheses, regression and correlation, analysis of variance. *Prerequisite: Math. 202 or permission of the instructor. Alternate years: Fall 1977-78.*

Math. 384 Probability & Statistics II

2 hours

In this course, the student will apply the concepts of probability to statistical procedures such as sampling estimations, tests of hypothesis, regression theory, and Bayesian methods. *Prerequisite: Math. 383. Alternate years: Spring 1977-78.*

Math. 400 Modern Abstract Algebra

4 hours

Groups, rings, integral domains, fields, and vector spaces. *Offered Fall semester.*

Math. 401 Real Analysis

4 hours

The real number system, including completeness, topology of the reals, compactness, continuous functions, uniform continuity, sequences, limits, and connectedness. *Prerequisites: Math. 203, 354. Offered Spring semester.*

Math. 480 Methods and Materials in Teaching Mathematics

2 hours

Approved methods in teaching mathematics at the secondary level; class period activities of the teacher; procedures and devices in teaching; organization of materials, testing, aims, and modern trends. (May be taken for credit as Education 480). *Offered Spring semester.*

Math. 487-488 Independent Study

2 or 4 hours each

Math. 490 Senior Project

2-8 hours

Music

AIMS

To promote the understanding and appreciation of music of generally recognized excellence; to relate that music to the cultural conditions of respective periods; to provide an integrated study of music theory, history, literature, and performance; to provide the college community with stylistically sound performances of good works; and to provide for the thorough training of musicians at the pre-professional level.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN MUSIC LITERATURE

Requirements for concentration in music literature are Music 111, 112, 303, 327, 343, three courses in the 201 through 204 music literature sequence, and 10 hours in applied music of which a maximum of four hours may be in ensemble, Music 478, and a Senior Project.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN MUSIC EDUCATION

Students electing a field of concentration in music education and seeking certification as teachers in any state must fulfill the requirements for certification in West Virginia which amounts to 50 hours in music — two hours more than may be counted toward an A.B. degree. The requirements are Music 111, 112, 303, 327, 343, 422, 439, Fine Arts 201 or 202, Music 121 through 124, four hours of piano (or proficiency examination), two hours of voice, six hours of concentration in voice or any one instrument, and two hours in ensemble, Music 478, and a Senior Project. Also required, but counting as professional education, are Music 340-341, 480, and student teaching.

Literature and Theory of Music

Mus. 101-102 Introduction to Music as an Art and Science 2 hours each

Elements of tonal relationships, simple rhythms, intervals, melodies in both major and minor modes, recognition of the orchestral instruments, historical significance of form, the voice. Designed to aid the student in recognizing, reproducing, and recording simple melodic and rhythmic patterns. *Mus. 101 is a prerequisite for Mus. 102.*

Mus. 111 Theory I 4 hours

Rudiments of music structure and basic disciplines of chord connection and harmonization of simple melodies. Emphasis on identifying sounds by hearing and writing. *Alternate years: Fall 1978-79.*

Mus. 112 Theory II 4 hours

Techniques of figured bass, modulation, controlled dissonance, and further use of chromatically altered chords. Continued emphasis on hearing through dictation, sight-singing, and keyboard exercises. *Alternate years: Fall 1977-78.*



Mus. 201 Romantic Period 4 hours

General listener's approach to the music, both instrumental and vocal, of composers from Schubert, Chopin, Schumann, and Mendelssohn through Liszt, Berlioz, Verdi, Wagner, Brahms, Tchaikowsky, and other 19th century composers. *Alternate years: 1977-78.*

Mus. 202 20th Century Music 2 hours

General listener's approach to music in various media from the Impressionists through Stravinsky, the Schonberg School, Bartok, Hindemith, the American, Soviet, and other significant composers, including electronic, aleatory, and experimental music. *Alternate years: 1978-79.*

Mus. 203 Music of the Baroque Period 4 hours

General listener's approach to music in various media from Monteverdi to circa 1750 with emphasis on Bach and Handel. *Alternate years: 1978-79.*

Mus. 204 Classical Period 4 hours

General listener's approach to the music, both instrumental and vocal, of the late 18th and early 19th centuries, concentrating upon Haydn, Mozart, Beethoven, and Schubert. *Alternate years: 1978-79.*

Mus. 205 Jazz 2 hours

General listener's approach to the history of jazz from its African, Cuban, and American Negro origins through Ragtime, the New Orleans, Kansas City, and Chicago styles, Swing, Bop, Progressive, Rock, and other jazz styles.

Mus. 303 Theory III 4 hours

Comprehensive extension of Theory II. Intensive study of stylistic elements of Classical and Baroque periods. Introduction to characteristics of later harmonic styles. Continued emphasis on aural and keyboard skills. *Alternate years: Spring 1977-78.*

Mus. 327 Music History 4 hours

Historical significance of the main periods and types of music. Requires some technical background. *Alternate years: 1977-78.*

Mus. 340-341 Methods and Materials in Teaching Music in the Elementary Schools 2 hours each

Consideration of the aims and values of elementary school music with opportunities to develop teaching techniques and to become familiar with the standard materials.

Mus. 343 Counterpoint

2 hours

Basic principles of writing two, three, and four-voice counterpoint, and their application in the smaller forms of composition. *Prerequisite:* Mus. 112. *Alternate years:* Fall 1978-79.

Mus. 344 Orchestration

2 hours

Arranging music for various types of instrumental ensembles. *Alternate years:* 1978-79.

Mus. 422 Instrumental Conducting

2 hours

Technique of the baton and the different problems to be met in conducting orchestra and band; introduction to score reading; opportunity for experience through the conducting of the college instrumental groups. *Open only to advanced students. Alternate years:* 1978-79.

Mus. 439 Choral Conducting

2 hours

Technique of the baton and the different problems to be met in conducting chorus; introduction to score reading; opportunity for experience through the conducting of the college choral groups. *Open only to advanced students. Alternate years:* 1978-79.

Mus. 478 Senior Seminar

2 hours

Survey and review of the field of music; its history, theory, and literature. *Required of all students concentrating in music.*

Mus. 480 Methods and Materials in Teaching Music in Secondary Schools

4 hours

Analysis of music offered in senior and junior high schools throughout the U.S. Consideration of problems, objectives, and materials in teaching vocal and instrumental music, theory, and appreciation courses in secondary schools. Opportunities for developing practical teaching projects. (May be taken for credit as Education 480).

Mus. 487-488 Independent Study

2 or 4 hours each

Mus. 490 Senior Project

2 or 4 hours

An independent, student-initiated project which may be research, creative work, or performance.

Applied Music

(Courses in applied music may be repeated for credit).

Mus. 119 Class Instruction in Percussion Instruments

1 hour

Designed to acquaint the student with the snare drum, bass drum, cymbals, tympani, mallet instruments, and the reading and scoring of percussion notation. *Alternate years:* 1978-79.

Mus. 121-122 Class Instruction in Stringed Instruments

1 hour each

Required of all students concentrating in music education. *Alternate years:* 1977-78.

Mus. 123 Class Instruction in Brass Instruments

1 hour

Required of all students concentrating in music education. *Alternate years:* 1978-79.



**Mus. 124 Class Instruction in
Woodwind Instruments** 1 hour

Required of all students concentrating in music education. *Alternate years: 1977-78.*

Mus. 125-126 Concert Choir 1 hour each

Preparation for concert performance of standard literature, both sacred and secular. *Membership limited; enrollment by audition.*

Mus. 127-128 Glee Club 1 hour each

Study and performance of choral repertoire for basses, baritones and tenors. *Membership by audition. Auditions open to all students regardless of sex.*

Mus. 129 Class Instruction in Guitar 1 hour

Introduction to guitar, teaching techniques, and music theory. Begins with easy chords and progresses logically through various keys using songs suitable and interesting to today's student. Class participation and parallel listening are provided by the use of cassettes. Students must provide their own guitars. Limited to 15 students.

Mus. 131-132 Wind Ensemble 1 hour each

Study and performance of baroque and contemporary music for wind instruments. *Enrollment by audition.*

Mus. 133-134 Band 1 hour each

An ensemble of wind and percussion instruments which plays for festive and athletic events of the College. *Enrollment by permission of the director.*

Mus. 135-136 Chamber Music 1 hour per year

Study and occasional performance of the standard chamber literature — quartets, trios, and other works suited to the instrumentalists available. *Enrollment by audition.*

Mus. 137-138 Stage Band 1 hour each

Study and performance of arrangements for large jazz band. Designed to develop an appreciation for the musical styles of Glen Miller, Woody Herman, Stan Kenton, and others. *Enrollment by audition.*

Mus. 141-142 Organ 1-2 hours each

Technique, theory, and literature of the organ. Open to all students who have had some training in either piano or organ. Private lessons. *Enrollment by permission of the instructor.*

Mus. 143-144 Piano 1-2 hours each

Literature and technique of piano playing designed to develop a discriminating appreciation of fine music and fine musical performance. Private lessons. *Enrollment by permission of the instructor.*

Mus. 145-146 Strings 1-2 hours each

Private lessons in violin, viola, cello, or bass. Open to beginners as well as to students with previous training. *Enrollment by permission of the instructor.*

Mus. 147-148 Voice 1-2 hours each

Vocal technique, theory, and literature. Open to all students who have adequate native ability, with or without previous vocal training. Private lessons. *Enrollment by permission of the instructor.*

Mus. 149-150 Wind Instruments 1-2 hours each

Private lessons in basic brass and woodwind instruments. Open to beginners as well as to students with previous training. *Enrollment by permission of the instructor.*

Mus. 301-302 Advanced Organ 1-2 hours each

Open only to students who can demonstrate satisfactorily their ability to play compositions equivalent in difficulty to the following: Bach — G minor Fugue (The Little); D minor Toccata and Fugue; or Widor — Toccata from Symphony V. Private lessons. *Enrollment by permission of the instructor.*

Mus. 305-306 Advanced Piano 1-2 hours each

Open only to students who can demonstrate satisfactorily their ability to perform compositions equivalent in difficulty to the following: Beethoven — Op. 27, No. 2; Bach — Preludes and Fugues Nos. 2 and 21 (Vol. I). Public performance required. Private lessons. *Enrollment by permission of the instructor.*

Mus. 307-308 Advanced Strings 1-2 hours each

Open only to students who are able to play satisfactorily music equivalent in difficulty to the Kreutzer Etudes and DeBeriot Concertos for violin. Public performance required. Private lessons. *Enrollment by permission of the instructor.*

Mus. 309-310 Advanced Voice 1-2 hours each

Open only to students who have completed four semesters of voice study, can read at sight, have adequate use of at least one modern foreign language, and can demonstrate the ability to perform numbers equivalent in difficulty to standard operatic and lieder literature. Public performance required. Private lessons. *Enrollment by permission of the instructor.*



Philosophy

AIMS

To assist the student in discovering and developing sound bases for interpreting self and society through a careful examination of his or her beliefs, actions, and claims to knowledge; to assist the student in becoming aware of the nature and status of philosophical problems, commitments, ideologies, and models that serve as the foundation of human life; and to provide the student who expects to pursue graduate studies in philosophy with a sound basis in the major areas of the field.

REQUIREMENTS FOR FIELD OF CONCENTRATION

Concentration in philosophy may hold promise for several students as one way to approach a liberal education. For others, philosophy may be an important related field; or it may serve as a good foundation for those planning for graduate work in another field as well as for those who are professionally interested in philosophy.

Concentration in philosophy requires satisfactory completion of a minimum of 24 hours, including Philosophy 204, 313, 323, 324, 333, and 334, plus a Senior Project, and Senior Comprehensive Examination. The Senior Project is received and evaluated in the final semester of the student's academic program.

The student who is considering graduate work should be aware that many good graduate programs in philosophy require a reading knowledge of French and German.

Phil. 201 Introduction to Philosophy

4 hours

Intended primarily to involve students in an introductory exploration into the range of problems with which philosophers wrestle. "Living issues" confront us in such vital areas as: the nature of self, man, mind, values, knowing, freedom, and of philosophy, philosophic outlooks, and religious traditions.

Phil. 204 Ethics: Personal and Social 4 hours

Examination of different personal and social foundations upon which ethics or morals can be (and have been) built — such as pleasure, happiness, feeling, reason, obligation, usefulness, and relativism; significant moral problems in several areas of life and work; and basic criteria for moral decision-making.

Phil. 313 Basic Logic 4 hours

Students are assisted in developing the ability to recognize the differences between emotional intensity and valid argument, between verbal disputes and conclusions that follow (logically) from premises. Recognition of the bases of these differences and development of the very practical abilities to recognize, construct, and analyze various forms of argument and to detect logical errors (fallacies) are important objectives of the course.

Phil. 323 Ancient and Medieval Philosophy 4 hours

Begins with the seventh century B.C. Greek mythic interpretations and moves through early Nature Philosophies, Scepticism, Greek Humanism, the Golden Age, the Roman Period, and the relationship of religion and philosophy in the Medieval Period. *Alternate years: 1978-79.*

Phil. 324 Modern Philosophy 4 hours

Begins with the New Learning and moves through the rise of "the scientific spirit," the development of British Empiricism and Continental Rationalism, and Kant's "revolutionary" impact on philosophy. *Alternate years: 1978-79.*

Phil. 333 Contemporary Existential Philosophers 4 hours

An examination of the main doctrines of the Existential and speculative philosophical tradition. General emphasis is placed on the dominant features of this 19th and 20th Century tradition, while special emphasis is placed on the works and ideas of a few outstanding representative philosophers, e.g., Kierkegaard, Nietzsche, Sartre, Camus. *Alternate years: 1977-78.*

Phil. 334 Contemporary Analytic Philosophers 4 hours

An examination of the main doctrines of the Analytic and positivistic philosophical tradition. General emphasis is placed on the dominant features of this 19th and 20th Century tradition, while special emphasis is placed on the works and ideas of a few outstanding representative philosophers, e.g., Moore, Russell, Wittgenstein, Ryle. *Alternate years: 1977-78.*

**Phil. 353 History and Philosophy of Science** 4 hours

(See General Science 209).

Phil. 355 Sociology of Knowledge 2 hours

(See Sociology 355).

Phil. 363 Philosophy of Religion 2 or 4 hours

Philosophical examination of the major aspects of religion: the religious experience, faith, knowledge, belief, proof, and certainty.

Phil. 368 Aesthetics, The Arts, and Philosophy 2 or 4 hours

Examination of the nature of aesthetic experience and its relation to other kinds of experience, as well as its place in art production, appreciation and creativity; the notion of "a work of art"; language used in description, interpretation, and evaluation of art; and different interpretations of aesthetics. Opportunities are provided for giving special attention to particular art areas as well as to "the Arts." *Alternate years: 1977-78.*

Phil. 477-478 Senior Seminar 2 hours each

This seminar seldom consists of a general review of all areas of philosophy; the topic or particular area of study is chosen as a result of student and faculty conferences. Student ability, interest, and need are important factors. *Conferences with and permission of the chairman of the department are required before enrollment.*

Phil. 487-488 Independent Study 2 or 4 hours each**Phil. 490 Senior Project** 2-8 hours

Physical Education and Health

AIMS

To enhance the health of the student; to provide opportunities for students to participate and develop proficiency in sport activities; and to prepare students for professional careers in physical education, recreation and athletic coaching in educational, agency and/or municipal institutions.

REQUIREMENTS FOR FIELD OF CONCENTRATION

A minimum of 44 hours in the department, which must include P.E. 101, 110, 226, 243, 244, 310, 360, 426, 427, 475, 480, 481, and 490 or their equivalents. Additionally, all students must take Biology 100, 101, and 167, as well as Education 201 and 202.

Optional Program Opportunities:

1. To be recommended for state certification, K-12 students must complete the requirements for the field of concentration. Electives chosen should include four hours selected from P.E. 309, 340, 355, 380, 390, two hours elective in each of the following: individual-dual and field-court, and four hours elective clinics. See the Education Department listings for the required Professional Education courses. A second teaching field is required.

2. To be recommended for state certification 7-9 or 7-12, a minimum of 34 hours in Physical Education is required. This must include the following: P.E. 101, 110, 226, 243, 244, 360, 426, 427, 475, 480; four hours selected from P.E. 309, 340, 355, 380, 390; two

hours of elective in each of the following: individual-dual and field court, and four hours elective clinics. Students also must complete Bio. 100, 101 and 167. See the Education Department listings for required Professional Education courses. A second field is required.

3. For non-physical education majors, an emphasis in coaching is available. Eighteen hours are required which must include Biology 167, P.E. 355, 340, 485, and two hours selected from P.E. 300-305. Electives include P.E. 243, 244, 426 or 427.

ACTIVITY PERFORMANCE REQUIREMENTS (Physical Education Majors)

Each student is expected to show proficiency in a minimum of 11 different activities which cover each of the seven activity areas. The following levels of proficiency are expected prior to student teaching:

- A. Competency Level I in six activities.
- B. Competency Level II in three activities, which differ from those in competency Level I.
- C. Competency Level in two activities which differ in proficiency, may be obtained by previous participation experiences, i.e., high school athletics.

P.E. 100-170 Physical Education Performance Courses

Skills in performance, knowledge of strategies, rules, equipment and methods, and participation in sport forms. For non-majors, a maximum of four hours may be credited toward graduation requirements. Specific requirements of majors, six hours (excluding P.E. 150-163), but not to exceed 10 hours.

COURSES AVAILABLE:

- P.E. 101 Gymnastics
- P.E. 110 Aquatics
- P.E. 111 Swimming

- P.E. 120 Folk Dance
- P.E. 121 Horseback Riding
- P.E. 130 Golf - Handball - Paddle Ball
- P.E. 132 Archery - Bowling
- P.E. 134 Body Mechanics
- P.E. 135 Tennis - Badminton
- P.E. 137 Modern Dance - Rhythms
- P.E. 139 Physical Fitness
- P.E. 140 Field Hockey - Softball
- P.E. 142 Track & Field - Wrestling
- P.E. 144 Soccer - Volleyball
- P.E. 146 Football - Wrestling
- P.E. 150 Varsity Baseball
- P.E. 151 Varsity Basketball (M)
- P.E. 152 Varsity Basketball (W)
- P.E. 153 Varsity Cross Country
- P.E. 154 Varsity Field Hockey
- P.E. 155 Varsity Football
- P.E. 156 Varsity Golf
- P.E. 157 Varsity Soccer
- P.E. 158 Varsity Swimming
- P.E. 159 Varsity Tennis (M)
- P.E. 160 Varsity Tennis (W)
- P.E. 161 Varsity Track
- P.E. 162 Varsity Volleyball
- P.E. 163 Varsity Wrestling

P.E. 200-225 Physical Education Performance Course 1 hour each

Advanced skills in performance, advanced knowledge of rules, equipment and methods; participation in sport forums. Open to non-majors.
Prerequisite: successful completion of 100 level performance course.

COURSES AVAILABLE:

- P.E. 201 Gymnastics
- P.E. 210 Aquatics
- P.E. 222 Archery - Bowling
- P.E. 224 Tennis - Badminton

P.E. 226 First Aid as related to the Principles of Biology 2 hours

(See Biology 105).

P.E. 227 Personal and Community Health 4 hours

Fundamental knowledge of personal and community health matters pertaining to the social group: communicable diseases, vital statistics, and legal and social regulations.

P.E. 243 Socio-Psychological Perspective 4 hours

Consideration of small sport groups as micro-social systems; application of group dynamics theory and small group research to the study of sport groups; investigation of the influence of group member characteristics, environmental factors, interpersonal relations, and group structural characteristics on individual member adjustment and group effectiveness. Designed to investigate those aspects of psychology which influence the performance and the participant in sport. Additional factors such as motives, arousal, aggression, and other socio-psychological variables will be covered.

P.E. 244 Philosophical-Historical Perspective 4 hours

Philosophical inquiry into physical education. Consideration given to general philosophical interpretation of the nature and purpose of physical education. Review of the historical and philosophical changes in American education with emphasis on the developing roles of professional physical education.

P.E. 300-355 Clinics 2 hours each

The major purpose of the sport clinic is to prepare a student to teach the sport or activity(ies) within any phase of the total school environment. Emphasis should be placed on theory (e.g. football theory) and teaching methodology(ies), both skill and theory. Skill advancement should not be an objective of a sport clinic but may be an outcome.

COURSES:

- P.E. 300 Basketball - Tennis - Golf 2
- P.E. 301 Aquatics - Baseball 2
- P.E. 302 Track & Field - Soccer 2
- P.E. 303 Football - Wrestling 2
- P.E. 304 Field Hockey - Volleyball 2
- P.E. 305 Games and Sports for Children 2

P.E. 309 Intramural Sports 2 hours

Organization, administration, and objectives of the intramural athletic programs.

RECOMMENDED SEQUENCE OF COURSES FOR PHYSICAL EDUCATION MAJORS

FIRST SEMESTER		CREDIT	SECOND SEMESTER		CREDIT
Freshman					
Bio. 100	Organ Systems of Vertebrates	2	Bio. 167	Introduction to Mammalian	
Bio. 101	Animal Diversity	2		Anatomy and Physiology	2
			Psych. 100	General Psychology	4
			P.E.	Performance Courses (100-170)	2
Sophomore					
P.E. 226	First Aid	2	P.E. 244	Philosophical-Historical	
Ed. 201	Human Development & Learning I	4		Perspective*	4
P.E. 243	Socio-Psychological		Ed. 202	Human Development & Learning II	4
	Perspective*	4	Ed. 249	Participation in Secondary	
P.E. —	Performance Courses (100-170)	2		Schools	2
			P.E. —	Performance Courses (100-170)	2
Junior					
P.E. 360	Measurement and Evaluation	2	P.E. 426	Kinesiology	2
P.E. 310	Adapted Physical Education	2	P.E. 427	Physiology	2
P.E. 110	Aquatics	1	P.E. 480	Teaching Health and	
P.E. —	Clinic (300-305)	2		Physical Education	4
P.E. —	Performance (100-160)	2	P.E. 481	Elementary School Physical	
				Education	2
			P.E. 101	Gymnastics	1
Senior					
Ed. 333	Educational Psychology	2	P.E. 475	Organization and Administration of	
Ed. 401	History and Philosophy	2		Health, and Physical Education	4
Ed. 428	Principle and Techniques of		P.E. 490	Senior Project	2-8
	Secondary Education	4	P.E. —	Elective	2-4
Ed. 475	Observation and Directed		P.E. —	Clinic (300-305)	2
	Teaching	4			

*P.E. 243-244 may be taken in the freshman year but Soc. 100, Psych. 100, and/or Phil. 201 are recommended as prerequisites.

P.E. 310 Adapted Physical Education 2 hours

Variations of the normal types of the human organism at different age levels; therapeutic measures, especially those which correct mechanical defects.

P.E. 340 Prevention and Care of Injuries 2 hours

Common hazards of play and athletics. Preventive measures and treatment of injuries. Red Cross First Aid Certificate may be earned by those who pass the examination.

P.E. 355 Coaching Sport 2 hours

Basic philosophy and principles of athletics as integral parts of physical education and general education. State, local and national regulations and recommendations related to athletics; legal considerations; function and organization of leagues and athletic associations; personal standards and responsibilities of the coach as a leader; public relations; general safety procedures; general principles of budgets, records, purchasing and facilities.

P.E. 360 Measurement and Evaluation 2 hours

Methods used in evaluating outcomes of the physical education program.

P.E. 380 Introduction to Recreation 2 hours

Theory of recreation and its role in increased leisure. Recreation as a profession.

P.E. 390 Recreation Leadership 4 hours

Philosophy of American recreation and community organization for leisure time activities. Recreational activities, practice in the leadership of games, informal dramatics, rhythmic, camp craft, and playground activities, with a two-hour lab for handcrafts.

P.E. 426 Kinesiology 2 hours

Anatomy and mechanics applied in the study of the human body during physical exercise; with special emphasis on the analysis of motion in specific sports skills and exercise patterns. *Prerequisite: Biology 167.*

P.E. 427 Physiology of Muscular Activity 2 hours

Anatomy and physiology applied in the study of the human body during physical exercise; with special emphasis on the application of physiological variables in specific sports skills and exercise patterns. *Prerequisites: Biology 167.*

P.E. 470 Contemporary Problems in Health 2 hours

Study of current health problems, including mental health, nutrition, accidents, physical fitness, and drug education.

P.E. 471 Planned Family and Sex Education 2 hours

Methods and techniques of teaching sex education in the educational system, including such topics as dating, marriage adjustments, pregnancy and the reproductive systems, family planning and fertility control, and divorce.

P.E. 475 Organization and Administration of Health, Physical Education and Athletics 4 hours

Administrative construction of proper relationships and procedures in health, physical education, and athletics. Required of senior majors; open to others with department approval.

P.E. 480 Teaching Health and Physical Education 4 hours

Survey of the field and current methods, materials, and techniques pertinent to teaching health and physical education. (May be taken for credit as Education 480). Normally open only to juniors planning to do student teaching.

P.E. 481 Elementary School Physical Education 2 hours

Teaching physical education at the elementary level. A study of this age group's physical, motor, social, and emotional development, plus activities contributing to proper physical development.

P.E. 485 Participation in Coaching 2 hours

Required participation and scheduled seminars for those with no coaching experience. Student is assigned for a sport season to assist in coaching at the interscholastic or intercollegiate level. Assignment of students shall be dependent on mastery of the sport. *Prerequisite: Permission of the department chairman.*

P.E. 487-488 Independent Study 2 or 4 hours each**P.E. 490 Senior Project 2-8 hours**

Physics

AIMS

To provide students with the current body of knowledge expressing the physicist's concepts of the physical universe and to allow students to consider their abilities realistically and to discuss ideas and projects with the staff and other students. The ideal is to provide interdisciplinary experiences among the sciences and humanities so that students may develop an understanding of the relationships between themselves and physics and between society and physics. Students may choose from a variety of courses to satisfy a distribution requirement, to attain enough competence for a future in a related technical field, or to attain sufficient breadth to pursue an advanced degree in physics.

REQUIREMENTS FOR FIELD OF CONCENTRATION

A minimum of 36 hours in the department, including Physics 201, 202, 251, 252, 261, 262, 300, 301, 314, 316, 318, and either 305-306 or 303, plus a Senior Project. Those students expecting to do graduate work are urged to take Physics 221, 222, and both 305-306 and 303. Mathematics and chemistry are strongly recommended as related fields.

A combined plan with Columbia University, a dual-degree program with Georgia Institute of Technology, and a Three-Two Plan with Washington University are available to students interested in various engineering or industrial management degrees. Special programs are offered in cooperation with the Education Department for students interested in meeting the demand for teachers of physics, particularly in upper middle and secondary schools. The required courses in the Physics Department



are the following 28 hours: Physics 201, 202, 221, 251, 261-262, 300, 301. See the Education Department listings for additional required courses in that department. Mathematics is strongly suggested as a related field. Additional courses in Computer Science, General Science and Physics are suggested for additional interest.

Students interested in careers in engineering, industrial management, mathematical modeling, etc., which might require a background in physics-mathematics-economics-chemistry are encouraged to speak to the appropriate department chairman or the director of interdisciplinary studies if they wish to design an interdisciplinary program of study more suited to their career goals than a traditional departmental program.

Phys. 101-102 Introductory Physics 4 hours each

First semester: mechanics, heat, and wave phenomena. Second semester: electricity and magnetism, light, and selected topics in atomic and nuclear physics. The presentation is suitable for students whose mathematical preparation goes no further than algebra and the elements of trigonometry. No calculus is used. *Three hours of lecture and two hours of lab each week.*

Phys. 201-202 General Physics 4 hours each

Subject areas covered are the same as in Phys. 101-102. However, the general level of sophistication is higher, the scope broader, and calculus is used. Specifically intended for science and engineering students taking at least a concurrent course in calculus. *Three hours of lecture and two hours of lab each week.*

Phys. 221 Introductory Electronics 4 hours

Introduction to electrical and electronic circuits and their elements, with an emphasis on applications. Material covered is suitable for students whose mathematical preparation goes no further than algebra and trigonometry.

Phys. 222 Digital Electronics 4 hours

An introduction to digital electronics with applications in instrumentation and computer electronics. Topics include Boolean Algebra, basic gates, logic families, encoders-decoders, astable/monostable multivibrators, flip-flops, counters, read-outs, shift registers, bi-directional bus

structure, serial-parallel/parallel-serial data conversion, D to A and A to D conversion. Three hours of lecture and two hours of lab each week. *Prerequisite: Phys. 200 or 221 or permission of the chairman of the department. Alternate years: Spring 1977-78.*

Phys. 251 Mechanics I 4 hours

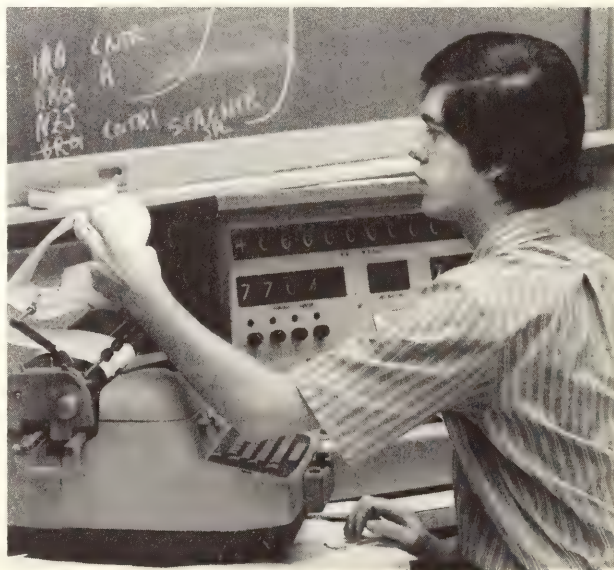
Particle mechanics; central force motions; motions of rigid bodies; free, forced, and coupled oscillations; rotations about an axis; moving coordinate systems; conservation theorems. *Prerequisite: Phys. 201-202 or permission of the chairman of the department. Alternate years: Fall 1977-78.*

Phys. 252 Mechanics II 2 hours

Lagrange's equations, relativistic mechanics, mechanics of continuous media, and theory of small vibrations. *Prerequisite: Phys. 251. Alternate years: Spring 1977-78.*

Phys. 261 Electricity and Magnetism I 2 hours

Electrostatics, magnetostatics, and scalar and vector fields. *Prerequisite: Phys. 201-202 or permission of the chairman of the department. Alternate years: Fall 1977-78.*



Phys. 262 Electricity and Magnetism II 4 hours

Multi-pole expansion of the potential, Poynting's vector, electrodynamics, Maxwell's equations, boundary conditions, and wave propagation. *Prerequisite:* Phys. 261. *Alternate years:* Spring 1977-78.

Phys. 300 Modern Physics 4 hours

A presentation, based on mathematical and physical reasoning, of the foundations of modern physics. Treats the subjects of special relativity, kinetic theory, atomic theory, and introductory quantum mechanics on the level of the Schroedinger equation. Intended for chemistry, mathematics, physics, and pre-engineering majors. *Prerequisite:* Phys. 201-202 or permission of the chairman of the department. *Alternate years:* Fall 1978-79.

Phys. 301 Advanced Physics Lab I 2 hours

Offered concurrently with Phys. 300 to provide more experience with problem solving and to provide a laboratory experience where many of the landmark experiments carried out in the developing stages of modern physics can be repeated. The student may also conduct several computer simulated experiments. *Alternate years:* Fall 1978-79.

Phys. 303 Statistical Thermodynamics 4 hours

Study of macroscopic systems of many atoms or molecules which provides an introduction to the subjects of statistical mechanics, kinetic theory, thermodynamics, and heat. Material emphasizes concepts useful to those majoring in physics, chemistry, and pre-engineering. *Prerequisite:* Physics 201-202. *Alternate years:* Spring 1977-78.

Phys. 305 Geometric Optics 2 hours

The study of light from a non-wave theory standpoint. This course includes the study of reflection, refraction, and optical instruments. *Alternate years:* Spring 1978-79, first half of semester.

Phys. 306 Physical Optics 2 hours

A continuation of Phys. 305, including wave theory of light. Topics covered in this course include interference, dispersion diffraction, polarization, and electro-magnetic nature of light. *Prerequisite:* Phys. 305. *Alternate years:* Spring 1978-79, second half of the semester.

Phys. 314 Introduction to Classical Quantum Mechanics 2 hours

Continuation of the study of classical quantum mechanics begun in Phys. 300. Topics include the three-dimensional Schroedinger equation, selection rules, addition of angular momentum, fine structure in

hydrogen, exchange symmetry, the Zeeman effect, and stimulated emission. *Alternate years:* Spring 1978-79, first half of the semester.

Phys. 316 Selected Topics in Solid State and Nuclear Physics 2 hours

Continuation of the study of modern physics. Topics include molecular bonding and spectra, free-electron theory of metals, band theory of solids, superconductivity, nuclear shell model, radioactivity, nuclear reactions, and elementary particles. *Alternate years:* Spring 1978-79, second half of the semester.

Phys. 318 Advanced Physics Lab II 2 hours

Experiments concerning topics covered in Phys. 314 and 316 will be emphasized. *Alternate years:* Spring 1978-79.

Phys. 322 Spectroscopic Analysis 2 hours

Photography and analysis of spectra, including: study of flame and arc spectra; use of grating and prism spectrographs, comparator, densitometer and conversion technique; applications of spectral analysis. *Prerequisite:* Permission of the chairman of the department.

Phys. 477 Seminar in Physics 2 hours

Survey of physics for review and correlation of various fields within the discipline. *Prerequisite:* Permission of the chairman of the department.

Phys. 480 Methods and Materials in Teaching Physical and Life Sciences 4 hours

For course description see General Science 480. (May be taken for credit as Education 480).

Phys. 487-488 Independent Study 2 or 4 hours each**Phys. 490 Senior Project** 2-6 hours

Research problems in theoretical or experimental physics. Experimental physics is offered in such areas as: vacuum systems, machine tool operation, electron systems, spectroscopy, electron microscopy, microwave propagation, nuclear radiation and computer science. Theoretical physics projects are unlimited in scope and are arranged through consultation with the student's faculty advisor.

Psychology

AIMS

To assist the student in gaining a basic knowledge of psychology as the science of human behavior; in developing social awareness and social adjustment through an understanding of the fundamental similarities and differences among people; to encourage both original and critical thinking; and to give background preparation for professions which deal with individual and group behavior.

TWO PLANS OF CONCENTRATION

Two plans of concentration are offered — one leading to the Bachelor of Arts degree and the other to the Bachelor of Science degree.

The Bachelor of Arts plan is designed for the student who, while not wishing to pursue psychology in its professional scientific aspects, does wish to explore in some depth those areas of psychology that are applicable to his or her future life as an intellectually rounded and responsible citizen. The program is particularly relevant to individuals who are interested in working in the mental health professions or counseling either as paraprofessionals or in fields such as psychiatric social work, school psychology, rehabilitation, or guidance counseling. This program is not intended for those planning to enter regular graduate programs in psychology.

The Bachelor of Science plan is for those students who are interested in the scientific aspects of psychology — particularly for those who are considering graduate work in psychology. The department, in good conscience, will not be able to recommend to Ph.D. programs in psychology any student who has not completed the requirements of this plan.

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE

The Bachelor of Arts degree requires a minimum of 24 hours in the department (including Psychology 100, 103, 399, and 477 or 478) plus a Senior Project. Depending upon the direction of the student's interests, the department sees as particularly useful and relevant courses in sociology, philosophy, child and adolescent development, biology, and the history of scientific thought.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE

The Bachelor of Science degree requires a minimum of 30 hours in the department, including Psychology 100, 103, 303, 311, 312, 399, and 477 or 478, as well as a Senior Project. Six hours are also required in natural science. Two of these must either be in physiological psychology (Psychology 335) or in biology courses stressing animal biology, physiology, or genetics. The remaining four hours may be in similar biology courses, physics, or chemistry (including General Science 102).

Students planning on graduate school are also advised to take at least one course in calculus and to obtain some skills in programming and use of the computer. It should also be kept in mind that most graduate schools require Ph.D. candidates to show a reading knowledge of one or two foreign languages, usually French, German, or Spanish.

Psych. 100 or its equivalent is prerequisite to all other courses in the department unless specifically exempted in a course description

Psych. 100 General Psychology

4 hours

Introduction to the general field of psychology, including learning, motivation, sensation, perception, cognition, personality, abnormal

behavior, testing, physiological psychology, and social psychology. This course follows a modified individualized-learning format wherein students may progress at their own rate, taking quizzes on the various sections of the course when ready. Grading is based on the number of sections mastered plus the number of points that the student has accumulated in course-related activities. Full-semester course. *Three class meetings and one required lab each week. Offered Fall and Spring semesters.*

**Psych. 103 Quantitative Methods
in Psychology**

2 hours

Introduction to the basic problems and techniques of measurement in psychology together with basic statistical techniques used in psychological research. Highly recommended for those planning to take upper-division courses in psychology, and required of all majors. *Two lectures and two labs each week. Offered first half of Spring semester.*

**Psych. 155 Applied Psychology
of Interpersonal and
Group Processes**

4 hours

An experiential approach to interpersonal processes and group functioning. It is hoped students will develop cognitive and personal skills that are useful to them in both areas. Full-semester course. *Two lectures and two labs each week. Offered Spring semester.*

Psych. 180-189 Special Topics in Psychology

Seminars in this category take up special topics of mutual concern to staff and students.

Psych. 186 Psychology of Consciousness

2 hours

Consideration of the nature of human consciousness, concentrating upon both normal consciousness and altered states of consciousness resulting from dreams, hypnosis, biofeedback, drugs, and meditation. Emphasis is given to recent explorations concerning two major modes of consciousness: the intellectual and the intuitive. Does not fulfill distribution requirements in the physical and life sciences. Full semester course. *Two, one-hour meetings each week. Offered Fall 1977-78.*

**Psych. 187 Evolution, Ethology, and
the Nature of Man**

2 hours

This course examines the various models or images of man that have been introduced in recent years by students of ethology, evolutionary biology and sociobiology. Attention also is given to a few of the ways in which humanist and religious thinkers have attempted to integrate these new models. *Two one-hour meetings per week. Offered Fall 1977-78.*

**Psych. 275 Student Development
in Higher Education**

4 hours

(See Education 275). Does not fulfill distribution requirements in the physical and life sciences.

**Psych. 303 Design and Analysis
of Experiments**

2 hours

Examines the basic logic of experiments, various types of research designs, and evaluates these designs in terms of their underlying utilities. *Prerequisite: Psych. 103. Two lectures and two labs each week. Offered second half of the Spring semester.*

Psych. 311 Experimental Psychology I

4 hours

Encourages the student to become conversant with the basic factual and theoretical content of experimental psychology at an intermediate level, and to engage in experimental work in the areas of sensation, perception, and cognitive processes. Full-semester course. *Prerequisite: Psych. 303. Two lectures and two labs each week. Offered Fall semester.*



Psych. 312 Experimental Psychology II 4 hours

Continuation of Psych. 311, covering the areas of learning, perceptual-motor skills, and motivation. Full-semester course. *Prerequisite: Psych. 303. Three lectures and one lab each week. Offered Spring semester.*

Psych. 315 Modification of Behavior 2 hours

Course has two main aims: to help the student learn systematically to analyze behavior in terms of the S-R-Reinforcement principles as developed by Skinner, Wolpe and others to help the student develop skills in the application of these principles to the modification of behavior in practical situations. Examples of the latter arise in the areas of behavior disorder, child-rearing, the work situation, and habit change.

Psych. 324 Personality and Adjustment 4 hours

Covers major theories of personality and principles of personal adjustment and growth, including development, motivation, dynamics, problems in group living, and intellectual, emotional, and social adjustment. The course should be valuable to the potential doctor, nurse, social worker, child-care worker, teacher, or parent. Full semester course. *Three lectures and one lab each week. Offered Fall semester.*

Psych. 325 Behavior Disorder and Treatment 4 hours

The development, dynamics, social significance, and theoretical implications of deviant behavior. While the traditional psychiatric diagnostic categories are studied, there is strong emphasis upon alternative approaches to the medical model of abnormality. The concepts of normality and abnormality in relation to cultural norms and stereotypes are examined in depth. The course should prove particularly useful to students planning on a career in the helping professions. Full semester course. *Four lectures each week. Offered Spring semester.*

Psych. 326 Experimental Social Psychology 4 hours

Aspects of social behavior and specific social issues are examined within the context of theory and experimental research. Topics include social factors in the development of morals; cooperation and competition; aggression; racial and social-class differences in personality, motivation, and language; attitudes and attitude change; authoritarianism and obedience; interpersonal and group processes (affiliation, attraction, perception, conformity, and leadership); and discussion of drug and sex issues. (May be taken for credit as Sociology 312). Full-semester course. *Four lectures each week. Prerequisite: Psych. 100 if course is to be counted as psychology. Soc. 100 and Psych. 100 if course is to be counted as sociology. Offered Spring semester.*

Psych. 327 Seminar in Theories and Techniques of Psychotherapy and Counseling 4 hours

Provides the student with a basic knowledge of the varied theories and techniques used in professional psychotherapy and counseling. Both academic and experiential learning are included, which should be particularly useful to students interested in going on into one of the helping professions such as clinical psychology, psychiatry, social work, school psychology, counseling, or occupational therapy. *Prerequisites: Psych. 100 and 324 or 325 plus permission of the instructor. Offered Spring semester.*



Psych. 333 Educational Psychology 2 hours

Study of the application of psychological principles to the field of education. Included are the areas of learning, transfer of training, individual differences, motivation, and behavior modification as they apply to education. Half-semester course. (May be taken for credit as Education 333). *Prerequisite: Four hours of general psychology. Offered Fall semester.*

Psych. 335 Biological Bases of Behavior 2 hours

Examines the neural and biochemical substrates of the more important aspects of animal and human behavior. Half-semester course. *Three hours of lecture and one lab each week.*

Psych. 399 Junior Seminar 2 hours

Provides students a chance to engage in the thinking, discussion, and background reading necessary for intelligently selecting and planning a senior project. *One two-hour meeting each week.*

Psych. 415 Systematic Psychology 4 hours

Examination of the systematic positions and theories that have been important in the history of psychology, as well as a brief review of the philosophical bases underlying these positions. Full-semester course. *Four lectures each week.*

Psych. 477 Senior Seminar in General Psychology 2 hours

Designed to help students review the field of their major at an advanced level. This review should be useful as preparation for the comprehensive examination. It should also alert students to areas needing further study for the exam.

Psych. 480 Methods and Materials in Teaching Psychology 4 hours

Study of the methods and materials used in teaching psychology in the secondary school. The course has a systematic and experimental emphasis. (May be taken for credit as Education 480). *Prerequisite: 16 hours of psychology.*

Psych. 487-488 Independent Study 2 or 4 hours each**Psych. 490 Senior Project** 2-8 hours

Religious Studies

AIMS

The department desires to continue the historic interest of the College in the intellectual, spiritual, and social development of the community. Students are encouraged to join in the exploration of thought and research in the field of religious studies. Biblical studies form the central core of departmental offerings. In addition, each student also examines the relationship between religion and culture (both ancient and modern). The personal integration of knowledge and faith for an understanding and appreciation of value systems is a conscious goal of the department.

The department's aims are future-oriented. Rather than teaching a particular point of view, the department seeks to assist the student in learning how to acquire, evaluate, and use religious knowledge. Each course is consciously designed to enhance the student's efforts to interrelate his or her varied academic, social, and personal experiences.

REQUIREMENTS FOR FIELD OF CONCENTRATION

A minimum of 24 hours (excluding Religious Studies 100) in the department, a Senior Project, and the successful completion of the Senior Comprehensive Examination constitute the stated requirements of the department.

The Comprehensive Examination in Religious Studies emphasizes Biblical studies, early Christianity, and contemporary religious thought and culture.

Students electing the field of religious studies are strongly urged to develop a proficiency in one or more foreign languages. They are also urged to spend at least one semester in study abroad.

**R.S. 100 Judaeo-Christian Heritage
and Contemporary Living**

4 hours

Study of the Judaeo-Christian heritage with the aim of understanding how Biblical writers reflect on the basic human and social issues which continue to engage contemporary man. Study is done within a triple context: (1) the Biblical tradition; (2) the liberal arts tradition of Bethany College; and (3) contemporary questions. *Offered each semester.*

**R.S. 300 Old Testament Literature
and Thought**

4 hours

Study of the development of Israelite religion and its institutions, the history of the various types of Old Testament literature, and the thought and theological motifs of Old Testament writers. Students will be assisted in acquiring a developmental understanding of Old Testament religion and an appreciation of its continuing value. *Prerequisites: R.S. 100 and permission of the instructor. Offered Spring 1978.*

R.S. 302 Wisdom Literature

2 hours

Critical and appreciative reading of the literature of the Old Testament wisdom school (Proverbs, Job, and Ecclesiastes). Students are assisted to understand the ways in which the wisdom school sought to understand man, his meaning and destiny, his social relationships, and the meaning of history. *Offered Spring 1979, second half of semester.*

**R.S. 304 Mission and Message
of the Prophets**

2 hours

Critical and appreciative reading of selected writings of the classical prophets of ancient Israel (Amos, Hosea, Isaiah, Jeremiah, and Ezekiel). Students are assisted to understand the major ideas of the prophets and the relationship of these ideas to the issues facing both ancient and modern men. *Offered Spring 1979, first half of semester.*

R.S. 311 Studies in the Gospels

4 hours

Students are assisted in developing the means to discern the message of the different gospel writers. While concentrating on the Gospel of Mark, the course equips the student to do basic study in any of the Gospels. *Prerequisites: R.S. 100 and permission of the instructor. Offered Fall 1978.*

R.S. 312 The Pauline School

4 hours

Students are assisted in developing an understanding of the Apostle Paul as a man, his thought, his place in early Christianity, the thoughts of his

disciples and his opponents. *Prerequisites: R.S. 100 and permission of the instructor. Offered Spring 1979.*

R.S. 313 The Revelation of St. John

2 hours

Students are assisted in developing a facility to understand the message of the Revelation of St. John and other apocalyptic materials, to explore the history of apocalyptic imagery and literary relationships, and to discover the backgrounds and causes of the rise of the apocalyptic movement. *Offered Fall 1978, first half of semester.*

R.S. 322 Sociology of Religion

2 hours

(See Sociology 356).

**R.S. 323 Social and Religious
Movements**

4 hours

(See Sociology 354).

R.S. 333 Catholic Theology in Transition

2 hours

The changes in Roman Catholic theology and church life which led to and result from the Second Vatican Council. Readings from conciliar and papal documents, beginning with the Syllabus of Pius IX, and from such theologians as Kung, K. Rahner, Teilhard, Congar, and Murray. *Offered Spring 1979, second half of semester.*

**R.S. 336 20th Century Protestant
Thought**

4 hours

Students read and discuss the work of leading 20th century Protestant thinkers as Paul Tillich, Karl Barth, Dietrich Bonhoeffer, and the Niebuhrs. *Offered Fall 1977.*

R.S. 341 Hinduism and Buddhism

4 hours

Students explore the chief features of Hinduism and Buddhism. The course begins with an examination of the history, ritual, and ethics of Hinduism. Special readings focus on the *Upanishads* and *Bhagavad-Gita*. The student will then survey the life and teachings of the Buddha and Buddhism's development into its Theravada and Mahayana forms (including Zen). *Offered Spring 1978.*

R.S. 342 The Religions of China

2 hours

Students explore the chief features of Confucianism and Taoism. The course begins with a consideration of the most ancient features of

Chinese religion and will focus then on a careful reading (in translation) of Confucius' *Analects* and Lato Tzu's *Tao-te-ching*. *Offered Spring 1979, second half of semester.*

R.S. 351 Ancient Near Eastern Civilization 4 hours

This course introduces the student to the historical development of life, culture, and religions of Mesopotamia, Egypt, and the Syro-Phoenician coast, including international relations from pre-history to Alexander the Great. (May be taken for credit as History 351). *Offered Spring 1979.*

R.S. 352 Islamic Religion and Culture 4 hours

Study of the life and background of the prophet, the *Qur'an*, the development of Islamic thought, and the early Islamic empires. *Offered Spring 1978.*

R.S. 353 Hellenistic Civilization 4 hours

Development of an acquaintance with the Graeco-Roman Oriental world based on a survey of social and cultural developments from Alexander the Great to Julius Caesar. (May be taken for credit as History 353). *Offered Spring 1979.*

R.S. 361 American Catholicism 2 hours

A descriptive study of contemporary American Catholicism and its roots. The course emphasizes such topics as: modern Catholic worship, the crisis of authority, the "immigrant church," the church and political life, Catholic education, and the charismatic movement. *Offered Spring 1979, first half.*

R.S. 362 American Judaism 2 hours

A descriptive study of contemporary American Judaism and its roots. The course emphasizes the life-cycle customs of Judaism. Jewish holidays are studied in the context of Jewish history. The course seeks to develop a broader understanding of the modern Jewish community in the United States and is supported by a grant from the Jewish Chautauqua Society. *Offered Spring 1978 and Spring 1979.*

R.S. 367 Black Literature of Liberation: A Folk Religion 2 hours

(See English 287).

R.S. 368 Black Literature of Liberation: A Religious Odyssey 2 hours

(See English 288).

R.S. 370 Renaissance and Reformation History 4 hours

The course will trace briefly the development of the Renaissance and will concentrate on the chief reformers of the sixteenth century — Zwingli, Luther, and Calvin. *Offered Spring 1979.*

R.S. 373 History of Early Christianity 4 hours

Introduction to the origins and expansion of Christianity from the period of Augustus Caesar to Constantine. The problems of institutions, consolidation, varieties, divisions, and unification will be explored in historical context. *Offered Fall 1978.*

R.S. 374 History of Eastern Christianity 4 hours

A study of the development of the Eastern Roman Empire and Byzantine Christianity from Constantine to the fall of Constantinople. Special attention will be given to the Eastern Fathers in both the Greek and Semitic developments of the church. *Offered Fall 1977.*

R.S. 376 History of Latin Medieval Christianity 4 hours

Examination of the major developments within European Latin Christianity between the sixth and fourteenth centuries. Topics covered include: the conversion of Europe; relationships between church and state; contacts and conflicts with Byzantine Christianity and Islam; monasticism; the development of theology and Christian culture; reform, dissent, heresy and schism. *Offered Spring 1978.*

R.S. 381 Church Leadership Practice 2 hours

Development of an understanding of the theory and practice of public worship, preaching, and church program planning. *Offered Fall 1978.*

R.S. 383 Introduction to Bioethics 4 hours

Consideration of the religious and ethical dimensions involved in human decisions concerning abortion, artificial birth control, genetic planning, euthanasia, organ transplants, medical experiments on human subjects, and various forms of behavior modification. *Offered Fall 1978.*

R.S. 487-488 Independent Study 2 or 4 hours each

R.S. 490 Senior Project 2 to 8 hours

Social Sciences

Social Sciences is a grouping of courses only. It is not a separate department. Students who participate in such programs as the American University Washington Semester and other similar off-campus programs may receive credit in this area.

Students majoring in History, Political Science, Economics or Sociology who wish to be recommended for state certification in Social Studies must complete the following courses: History 100, 201, 202, 225; Soc. 100 or 160; Eco. 200; G. S. 202 or Soc. Sci. 302; Pol. Sci. 225, as well as 24 hours in their major field. See the Education Department listings for required Professional Education courses.

Soc. Sci. 300 Our America, Today and Tomorrow 4 hours

An interdisciplinary course for upperclass students. The course examines some selected accomplishments and failures of our nation to date in light of the bases on which it was founded. Political, economic and social trends of the 20th Century will be looked at from various points of view. Students will be asked to make individual and group evaluations of the possible direction of our future as a nation.

Soc. Sci. 302 World Geography 2 hours

Study of the physical, social, and political geographic factors of the world. Recent changes in Europe, Asia, and Africa are discussed.

Soc. Sci. 320 Cultural Backgrounds of British Literature 4 hours

Survey of British history from the Celtic times to the present. Major political developments such as the development of parliamentary government and the constitution are taken into account, but major emphasis is placed on extra-political matters such as the development of the English language, music, art, architecture, drama, the English church, education, and domestic life. Every effort is made to take advantage of the locale to visit museums, castles, cathedrals, universities, Parliament, theatres, and concert halls. Taught in Oxford, England.

Soc. Sci. 480 Methods and Materials in Teaching Social Studies 2 hours

Nature, objectives, and curricula of social studies in junior and senior high schools. Concepts and methods of approach are emphasized. Methods, techniques, teaching aids, resource units, lesson plans, evaluation, and teaching reading and study skills. (May be taken for credit as Education 480).



Sociology

AIMS

To acquaint students with basic sociological theories and empirical research techniques so that they might critically evaluate both popular and scholarly statements on current social issues which they encounter in daily life, and to prepare students for graduate study in sociology, social work, or to enter professions in community action, public service, secondary school teaching, nursing, and other fields which require knowledge of the social composition and behavior patterns of the persons with whom they deal.

REQUIREMENTS FOR FIELD OF CONCENTRATION

A minimum of 32 hours (including Sociology 100) plus a Senior Project. The student is expected to answer questions in theory, research methods, formal organizations, social change, social stratification, deviance and social control, and socialization when sitting for comprehensive examinations. Although the following courses are not required, they cover the major material and are ordinarily considered a sequel to Sociology 100: Sociology 200, 208, 209, 309, 310, 353, 361, and 362. It is suggested that Sociology 200 and 208 be taken in the fall of the sophomore or junior year, and Sociology 209 the following semester.

Soc. 100 Sociological Perspectives 4 hours
Introduction of basic concepts and methods in sociology as instruments for the assimilation and evaluation of day-to-day experiences and as perspectives from which students may expand their interests and awareness in other areas of study. *Offered fall and spring semesters.*

Soc. 160 Cultural Anthropology 4 hours
General survey of cultural systems with emphasis upon problems of cultural relativity and cultural universals. The relation of culture to ecology, the social system, and culture diffusion is studied to discover the sources of culture variability.

Soc. 161 North American Indians 4 hours
Survey of selected North American Indian cultures with emphasis on the effect of subsistence requirements, social organization, beliefs, practices, and technology. Survey includes representatives of hunting and agricultural peoples from the arctic to the Pueblos of the southwest and the woodland Indians of the northeast.

Soc. 162 Archeological Methods and Theory 4 hours
Introduction to excavation techniques, the nature of archeological evidence, and the processes of inference and deduction by which recovered material is dated, identified, and used to reconstruct cultures of the historic and prehistoric past. Where possible, practical projects and field trips provide firsthand experiences with the issues of contemporary archeology.

Soc. 200 Sociological Theory 4 hours
Introduction to social thought with primary emphasis upon the principal theorists from the 19th century to the present. *Offered Fall 1977-78.*

Soc. 208 Research Methods and Statistics I 4 hours
Introduction to the ways in which research methods permit informed inferences from social data for meeting everyday problems. Covers elementary quantitative research design, such as hypothesis formation and operationalization, factors in accepting or rejecting null hypotheses, and problems of sampling. *Prerequisite: Soc. 100 or permission of the instructor. Offered Fall 1977-78.*

Soc. 209 Research Methods and Statistics II 4 hours
Designed to continue beyond Soc. 208. Includes linear correlations and measures of the ways multiple independent variables can share an effect upon a given dependent variable. Qualitative analysis, content analysis, unobtrusive measures, and research ethics are also discussed. *Prerequisite: Soc. 208. Offered Spring 1977-78.*

Soc. 210 Science, Technology, and Society 4 hours
(See General Science 210).



Soc. 250 Contemporary Social Work 2 hours
Explores contemporary theories of social work and discusses service possibilities in the U.S. *Offered Spring 1977-78.*

Soc. 251 Sociology in the Helping Occupations 2 hours
Designed as a sequel to Soc. 250. Discusses applications of sociological theory for majors in sociology who are considering fields other than social work or graduate education and teaching. *Offered Spring 1977-78.*

Soc. 252 Sociology of Aging 4 hours
An analysis of the particular problems faced by the elderly in our society, such as changing social identity, forced leisure, physical decline, loss of spouse, loneliness, and approach of death. The course will include a survey of programs offered by human services agencies designed to cope with problems and explore new opportunities for fulfillment in aging. *Offered Spring 1978-79.*

Soc. 306 Sociology of Education 4 hours
Education as a social institution and as a process. Examination of formal and informal systems of education, their relationship to the larger society, and to the persons interacting within the systems. *Offered Spring 1977-78.*

Soc. 309 Formal Organizations 4 hours
Analysis of commercial, industrial, and voluntary organizations and public administration bureaucracies. Attention will be given to problems of morale, sub-group conflict and cooperation, and the effect of social environments on organizational structure. *Offered Spring 1977-78.*

Soc. 310 Social Change 4 hours
Several theories on the conditions and processes of social change are studied, using data from both the developing third world and industrialized nations. While primary emphasis is on change in social structures, culture change is included. *Offered Spring 1977-78.*

Soc. 312 Experimental Social Psychology 4 hours
(See Psychology 326).

Soc. 328 The Study of Work and Leisure 2 hours
This course is designed to study the relationship between man at work and man at play. Course readings will be drawn from both the social sciences and the social philosophies in order to develop a broad perspective on the issue of work and leisure in contemporary society.

Soc. 329 Population Study 4 hours
This is an introductory course in demography. Theories, methods and current findings on population studies concerning population size, composition, social characteristics and the trend of development in the world and in American society will be examined. Students are required to engage in population research by using either U.S. census data or population reports from the United Nations. *Prerequisite: Soc. 208-209 or permission of the instructor. Offered Spring 1977-78.*

Soc. 351 Sex Roles in Society 4 hours
Survey of changing roles of women and men in business, industry, political activity, and the family. Sources and forms of change and resistance to such change will be analyzed, as well as the consequences of new sex-role definitions for Western society. *Offered Spring 1978-79.*

Soc. 353 Social Stratification 4 hours

Introduction to the problems of analysis of stratification. Forms of stratification, such as class, prestige, and power; theoretical perspectives on the causes; and problems of measurement of strata-related behavior and social mobility are also covered. *Offered Fall 1977-78.*

Soc. 354 Social and Religious Movements 4 hours

An analysis of the social processes exemplified in such collective behavior as women's liberation, organized energy conservation activities, and contemporary religious movements. (May be taken for credit as Religious Studies 323). *Offered Spring 1978-79.*

Soc. 355 Sociology of Knowledge 2 hours

Examines the sociocultural influences on epistemology, with emphasis on the effect of one's position in the social structure upon his or her concepts of reality. Also deals with causes and methods of redefinition of reality for propaganda and public relations purposes, and the limitation of access to information as performed by power groups in their self-interest. (May be taken for credit as Philosophy 355). *Offered Spring 1977-78, first half of the semester.*

Soc. 356 Sociology of Religion 2 hours

Formal religion and its functional equivalents both in primitive and modern societies are considered. The writings of Emile Durkheim, Max Weber, Karl Marx, and modern writers are considered and analyzed. (May be taken for credit as Religious Studies 322). *Offered Spring 1977-78, second half of the semester.*

Soc. 360 Youth and Social Change 4 hours

Study of the relationships between the position of youth and the emergence of youth cultures and movements, especially in contemporary societies. *Offered Fall 1977-78.*

Soc. 361 Deviance and Social Control 2 hours

Survey of sociological perspectives focusing on problems of delinquency but applicable to areas of adult crime, mental illness, and sexual deviance. *Offered Fall 1977-78, second half of the semester.*

Soc. 362 Socialization 2 hours

Study of socialization as a process whereby the individual becomes a functioning member of his or her individual group. Processes of secondary socialization and resocialization of adults are also considered. Primary focus is on western society although cross-cultural analysis is included. *Offered Fall 1977-78, first half of the semester.*

**Soc. 366 The Contemporary City** 2 hours

Urbanization as a social process. The significance of cities in social life and problems peculiar to urban settings. *Offered Fall 1978-79, first half of the semester.*

Soc. 367 Minority and Ethnic Relations 2 hours

Impact of cultural and ethnic minorities in contemporary society, especially in the U.S. *Offered Fall 1978-79, second half of the semester.*

Soc. 470 Field Work in Sociology 2 hours

Available to students who are sufficiently advanced in their theoretical and methodological studies to do empirical analysis through participant observation. *Prerequisite: Permission of the chairman of the department.*

Soc. 477-478 Independent Study 2 or 4 hours

Studies may be planned as extensions of, or separate from, existing departmental offerings.

Soc. 490 Senior Project and Seminar 2-8 hours

For students approaching completion of their majors and projects. Designed to help students evaluate their activities in sociology and to integrate their educational experiences.

Theatre

AIMS

To provide students with a working knowledge of the major theatre techniques: acting, directing, production design, and oral interpretation; to acquaint students with the development of dramatic literature and the history of theatre; and to prepare students for graduate work in theatre, for work in professional or community theatre, or for the teaching of the dramatic arts.

REQUIREMENTS FOR FIELD OF CONCENTRATION

Each student is required to complete a minimum of 34 hours in the Theatre Department, exclusive of the Senior Project. The following courses are required: Theatre 145, 151, 152, 154, 202, 221, 255-256, 270, 273, 274, 330, 401-410 (any two-hour course), and 477. It is recommended that students also take courses from among the following: English Department courses concentrating on dramatic literature; speech, oral interpretation, and radio-television courses; art and music courses; Philosophy 368; and other courses in the Theatre Department.

For those desiring to be certified to teach theatre in secondary schools, a major in English with a specialty in theatre is mandatory. English 480 is required for certification. (See also the English Department for the possibility of theatre specialization under Requirements 1 and 2 for field of concentration).

Each Theatre major must take the comprehensive examination. The examination consists of three parts: the Undergraduate Record Examination, an essay examination, and an oral examination.

Th. 145 Introduction to Dramatic Literature 4 hours

Study of the development of drama and film as a form of literature, with emphasis upon how to read plays and film scripts and how to attend performances of these scripts when put to practice. (May be taken for credit as English 145). *Offered Fall 1978-79.*

Th. 151 Fundamentals of Set Construction 2 hours

Offered each half of both semesters.

Th. 152 Fundamentals of Theatre Lighting 2 hours

Offered each half of both semesters.

Th. 153 Fundamentals of Costume Design and Construction 2 hours

Offered each half of both semesters.

Th. 154 Fundamentals of Stage Make-Up 2 hours

Offered each half of both semesters.

Th. 155 Puppetry 2 hours

Fundamentals of puppet construction and puppet stage design. Emphasis is placed upon the creation of a puppet program to be presented for public performance in elementary schools. *Offered Spring 1977-78.*

Th. 202 Playwriting 2 hours

(See English 214).

Th. 203 Interpersonal Communication: Speech 4 hours

(See Communications 203).

Th. 205 Advanced Interpersonal Communication: Speech 2 hours

(See Communications 205).

Th. 210 Dance for Non-Dancers 2 hours

The development of beginning dancing skills with emphasis upon improvisational dance modes and creative body language. *Offered Spring 1977-78.*

Th. 220 Beginning Acting 2 hours

Movement, various styles, improvisations, projections of character, and speech technique. *Offered Fall 1977-78.*

Th. 221 Beginning Acting 4 hours

An extension of Th. 220 through appearance in a major role or by public performance of a 20-minute planned and rehearsed program that demonstrates skills acquired in improvisation and body and voice techniques. *Offered Fall 1977-78.*

Th. 222 Advanced Acting 2 hours

Scene study as a unit of theatrical form. Scenes from various periods to be directed and performed. Focus on interaction between characters. *Prerequisite: Th. 220 or 221. Offered Spring 1977-78.*

Th. 223 Advanced Acting 4 hours

An extension of Th. 222 through written analyses of four major characters from four periods or styles. *Offered Spring 1977-78.*

Th. 230 Children's Theatre 2 hours

The development of techniques required for performing before children. Focus is upon the preparation of a complete children's theatre project to be presented before groups of young people. *Prerequisite: Th. 220 or 221 or concurrent registration in Th. 220 or 221. Offered Spring 1977-78.*

Th. 255-256 Great Plays 2 hours each

(See English 255-256).

Th. 270 Shakespeare 4 hours

(See English 270).

Th. 273 British Drama to 1901 2 hours

(See English 273).

Th. 274 British and American Drama in the Twentieth Century 2 hours

(See English 274).

Th. 330 Beginning Direction 2 hours

Fundamentals of staging: blocking, movement, stage business, tempo, script analyses, casting, and rehearsal planning. *Prerequisite: Th. 220 or 221. Offered Fall 1977-78.*

Th. 331 Beginning Direction 4 hours

An extension of Th. 330 by the preparation of a prompt book for a one-act play to be directed for public performance. *Offered Fall 1977-78.*

Th. 332 Advanced Direction 4 hours

The direction of specific scenes from various periods of theatre. *Prerequisite: Th. 330 or 331. Offered Fall 1977-78.*

Th. 401-410 Studies in Dramatic Literature 2 hours

Advanced study of one or more major dramatists or of a period or movement in the theatre. *Prerequisite: Previous study of the subject in an introductory course. Enrollment in each course limited to 12 students.*

Th. 477 Senior Seminar 2 hours

Reading, criticism, and research designed to review and correlate a student's work in the Theatre Department. *Prerequisite: All required courses in the department and at least one advanced seminar. Offered Fall or Spring 1977-78.*

Th. 480 Methods of Teaching English and Theatre 2 hours

Study of methods and materials used in teaching English and theatre. The teaching of high school composition and literature. Literary analysis, systems of grammar, and reading improvement. (May be taken for credit as Education 480). *Offered Spring 1977-78.*

Th. 487-488 Independent Study 2 or 4 hours each

Individual study in any area of theatre or English in which the student is qualified to work independently. Independent study is offered only in areas not included in other courses in the English and Theatre Departments. *Prerequisites: Demonstrated proficiency in expository writing, adequate preparation to undertake the study as determined by the instructor, and permission of the chairman of the department.*

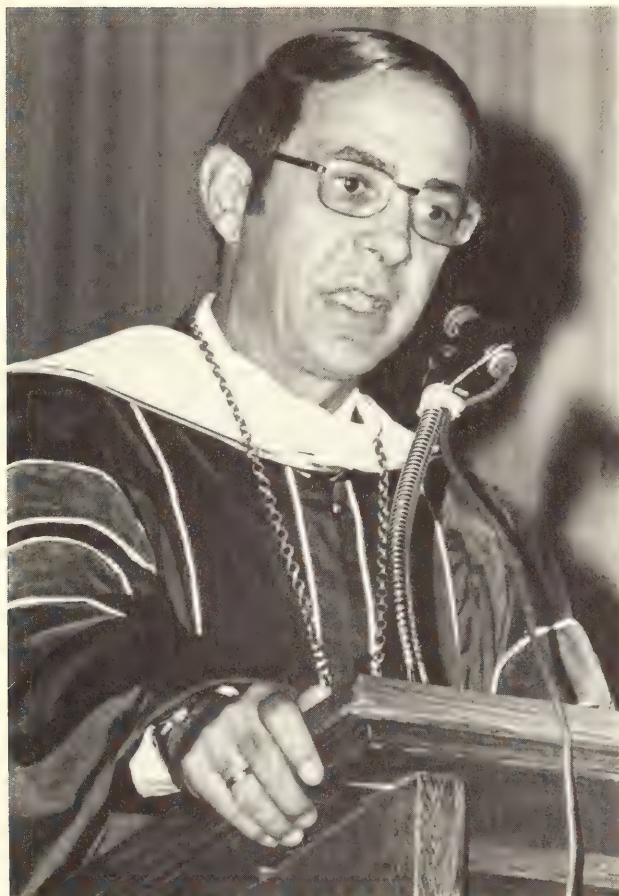
Th. 490 Senior Project 2 or 4 hours

During the junior year each theatre major must present for the approval of the department a prospectus for a major project in acting, directing, production design, or the history of theatre. During the senior year the theatre major must successfully complete this project and defend it in oral and/or written form. Acceptable projects include a solo performance at least one hour in length; the direction of a full-length play; the design and/or the execution of the lighting, settings, or costumes for a full-length play; or a study of a specific aspect of theatre history. *Open only to senior theatre majors.*

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 ARCH A. MOORE, JR., Glen Dale and Charleston, West Virginia
 A. R. MORGAN, Palm Springs, California, and Seattle, Washington
 ROBERT M. MORRIS, Boca Raton, Florida
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 JAMES O. PEARSON, Wheeling, West Virginia
 JOHN PHILLIPS, Wheeling, West Virginia
 JENNINGS RANDOLPH, Washington, D.C.
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 W. ARTHUR RUSH, North Hollywood, California
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 RAYMOND K. SHELIN, Tallahassee, Florida
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 A. KARL SUMMERS, Parkersburg, West Virginia
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RICHARD RUGGIERO, *Director of Dining Service*
JEAN SCHWERTFEGER, *Supervisor of the Mailroom*

THE FACULTY

WILLIAM E. TUCKER, *President of the College on the M.M. Cochran Foundation. (1976).*
East Carolina University; B.A., Atlantic Christian College; B.D., Texas Christian University; M.A., Ph.D., Yale University.

W. DANIEL COBB III, *Dean of Faculty. (1977).*
A.B., Transylvania College; B.D., S.T.M., Yale University; A.M., Ph.D., The University of Chicago

ROBERT A. SANDERCOX, *Vice President and Director of Development. (1957).*
B.A., Bethany College; M.Div., Yale University; University of Buffalo; West Virginia University.

JOHN S. CUNNINGHAM, *Dean of Students. (1967).*
Slippery Rock State College; B.S. Kent State University; M.Ed., West Virginia University.

Emeriti

ANDREW LEITCH, *Sarah B. Cochran Professor of Psychology Emeritus. (1920-1956).*
B.A., M.A., Butler College; B.D., Ph.D., Yale University; D.D., Butler University; Columbia University; University of Chicago; University of Pennsylvania; Harvard University.

FORREST H. KIRKPATRICK, *Dean of Students Emeritus (1927-1940; 1946-1952) and Adjunct Professor of Economics and Business. (1970).*
University of Dijon; B.A., Bethany College; M.A., and Prof. Dipl., Columbia University; University of Pittsburgh; University of London; University of Pennsylvania; LL.D., Bethany College; LL.D., College of Steubenville; LL.D., Drury College.

- JOHN J. KNIGHT, *Professor of Physical Education Emeritus*. (1930-1970).
B.A., West Virginia Wesleyan College; M.A., Ohio State University; University of Michigan.
- BENJAMIN C. SHAW, *Professor of History and Political Science Emeritus*. (1935-1967).
B.A., Rollins College; M.A., Ph.D., University of North Carolina; American Academy in Rome; Royal University, Perugia, Italy.
- EARL D. MCKENZIE, *Professor of Foreign Languages and Chairman of the Department Emeritus*. (1937-1972).
B.A., Brown University; M.A., Columbia University; M.Litt., Ph.D., University of Pittsburgh; University of Frankfurt am Main; Yale University; University of Paris.
- BRADFORD TYE, *Associate Professor of Mathematics and Chairman of the Department Emeritus*. (1943-1973).
B.S., Alma White College; M.S., New York University; Rutgers University; Columbia University; University of Pittsburgh.
- MARGARET R. WOODS, *Associate Professor of Foreign Languages Emeritus*. (1943-1961).
B.A., Wellesley College; M.A., Pennsylvania State University; Middlebury College; Columbia University; Colorado College; University of Besançon; University of San Luis Potosi.
- GEORGE K. HAUPTFUEHRER, *Professor of Music and Chairman of the Department Emeritus*. (1945-1977).
B.A., B.M., Friends University; M.A., University of Kansas; Pittsburgh Musical Institute; Juilliard School of Music; Indiana University.
- S. ELIZABETH REED, *Associate Professor of Physical Education Emeritus*. (1945-1975).
B.A., Muskingum College; M.Ed., University of Pittsburgh; University of Wisconsin; New York University; University of Wyoming; University of Southern California; University of Michigan.
- MARGARET MATHISON, *Professor of Education Emeritus*. (1951-1974).
B.A., M. Litt., University of Pittsburgh; University of Southern California; Pennsylvania State University; Ohio State University.
- WINIFRED WEBSTER, *Dean of Women and Instructor in English Emeritus*. (1952-1960).
B.A., University of North Dakota; M.A., Columbia University.
- PERRY E. GRESHAM, *President Emeritus*. (1953-1972).
B.A., B.D., Texas Christian University; LL.D., Texas Christian University; Litt.D., Culver Stockton College; L.H.D., Chapman College; Ed.D., Transylvania University; University of Chicago; Columbia University; Litt.D., University of Cincinnati; Ed.D., Findlay College; Ped.D., Youngstown University; D.B.A., Lawrence Institute of Technology; H.H.D., Bethany College.
- DANIEL S. ROBINSON, *Professor of Philosophy Emeritus*. (1954-1958).
B.A., Butler College; M.A., Yale University; Ph.D., Harvard University; Litt.D., Marietta College; University of Breslau.
- WILBERT S. RAY, *Professor of Psychology Emeritus*. (1956-1971).
B.A., Washington and Jefferson College; M.A., Ph.D., University of Wisconsin.
- SUSAN W. HANNA, *Instructor in Health and Physical Education Emeritus*. (1957-1977).
B.A., Bethany College; Marjorie Webster School of Physical Education.
- JOHN A. SPENCE, *Professor of Education Emeritus*. (1961-1976).
B.S.Ed., M.A., Ph.D., Ohio State University.
- HSIOH-REN WEI, *Professor of Physics and Public Affairs Emeritus*. (1963-1972).
B.A., University of Nanking; Ph.D., University of Chicago.
- THEODORE R. KIMPTON, *Assistant Professor of Foreign Languages Emeritus*. (1965-1974).
B.S., United States Military Academy; M.A., University of Maryland; Catholic University; Laval University.
- DOROTHY HUESTIS, *Assistant Professor of Education Emeritus*. (1969-1976).
B.A., M.A., Indiana University.

Professors

- HELEN LOUISE MCGUFFIE, *Professor of English and Chairman of the Department*. (1947).
B.A., Bethany College; M.A., University of Pittsburgh; Ph.D., Columbia University; Oxford University.
- JOHN D. DRAPER, *Professor of Chemistry and Chairman of the Department*. (1951).
B.S., Franklin and Marshall College; Ph.D., University of Maryland; Michigan State University.

JOHN R. TAYLOR, *Professor of English and Chairman of the Department of Fine Arts.* (1955).

B.A., Bethany College; M.A., Princeton University; University of Akron; University of Kansas; University of Birmingham, England; University of Edinburgh; Oxford University.

JAMES W. CARTY, JR., *Professor of Communications and Chairman of the Department.* (1959).

B.A., Culver-Stockton; B.D., University of Chicago; M.S., Northwestern University; University of Oklahoma; George Peabody College; Scaritt College; Saltillo (Mexico) State Teachers College; Diploma from National University of Nicaragua; Diploma from University of San Carlos; Ohio University; University of Denver; Universidad Iberoamericana.

CHARLES E. HALT, *Professor of Economics.* (1969).

B.S., Slippery Rock State College; M.Ed., Pennsylvania State University; Ph.D., Syracuse University; University of Pittsburgh.

J. TREVOR PEIRCE, *Professor of Psychology and Chairman of the Department.* (1969).

B.A., Princeton University; Ph.D., University of California.

BURTON B. THURSTON, *Professor of Middle Eastern Studies.* (1970).

B.Th., Northwest Christian College; B.A., Transylvania University; B.D., Butler School of Religion; M.A., Butler University; Th.D., Harvard University; University of Chicago; New York University; University of Tübingen.

Associate Professors

WILLIAM L. YOUNG, *Associate Professor of History and Political Science and Chairman of the Department.* (1950).

B.A., Bethany College; M.A., Ohio State University; Columbia University.

RICHARD B. KENNEY, *Associate Professor of Religious Studies and Chairman of the Department.* (1964).

B.A., Washington University; B.D., M.A., Ph.D., Yale University; Basel University; McGill University; University of Tübingen.

GARY E. LARSON, *Associate Professor of Biology and Chairman of the Department.* (1964).

B.S., M.S., New York State University, Albany; Ph.D., Rutgers University; Albany Medical College.

ROBERT E. MYERS, *Associate Professor of Philosophy and Chairman of the Department.* (1964).

B.A., Bethany College; B.D., Texas Christian University; Ph.D., Ohio State University.

HIRAM J. LESTER, *Associate Professor of Religious Studies and Director of Freshman Studies.* (1965).

B.A., B.D., Phillips University; M.A., Ph.D., Yale University; Johnson Bible College.

JOHN U. DAVIS, *Associate Professor of Education.* (1966).

B.A., Bethany College; M.A., Columbia University; Ed.D., Columbia University; University of Nebraska; Oxford University.

DAVID J. JUDY, *Associate Professor of English and Chairman of the Department of Theatre.* (1967).

B.A., Denison University; M.A., Western Reserve; University of Mexico; West Virginia University; Oxford University.

A. ROY KIRKPATRICK, *Associate Professor of History and Political Science.* (1967).

A.A., Trenton Junior College; B.S.Ed., Northeast Missouri State Teachers College; M.A., Ph.D., University of Missouri.

STANLEY L. BECKER, *Associate Professor of General Science.* (1968).

B.S., New York State College of Forestry; Ph.D., University of Wisconsin.

ALBERT R. BUCKELEW, JR., *Associate Professor of Biology.* (1969).

B.S., Fairleigh Dickinson University; Ph.D., University of New Hampshire.

RICHARD G. STEBBINS, *Associate Professor of Chemistry.* (1969).

B.A., Wesleyan University; Ph.D., Texas A&M University.

LEONORA B. CAYARD, *Associate Professor of Foreign Languages and Chairperson of the Department.* (1970).

Ph.D., Marburg University; Yale University.

LARRY E. GRIMES, *Associate Professor of English and Director of Interdisciplinary Studies.* (1970).

B.A., Bethany College; B.D., Yale Divinity School; Ph.D., Emory University.

DAVID M. HUTTER, *Associate Professor of Physical Education and Chairman of the Department.* (1976).

B.S., M.S., Ohio University; Ph.D., Ohio State University.

MERRILL A. NEEDHAM, JR., *Associate Professor of Sociology and Chairman of the Department.* (1977).

A.B. Harvard University; M.A., Ph.D., Tufts University.

Assistant Professors

- JAMES E. ALLISON, *Assistant Professor of Mathematics and Chairman of the Department.* (1964).
B.S., Bethany College; M.A., West Virginia University.
- ALBERT R. DeVAUL, *Assistant Professor of Music.* (1964).
B.A., West Liberty State College; M.M., West Virginia University; Carnegie-Mellon University.
- JOHN W. LOZIER, *Assistant Professor of History.* (1964).
B.A., University of Colorado; M.A., Ohio State University.
- JOHN D. DAVIS, *Assistant Professor of Economics and Chairman of the Department.* (1965).
B.A., American International College; M.A., University of Connecticut; West Virginia University; University of Chicago.
- W. RANDOLPH COOEY, *Assistant Professor of Economics.* (1966).
B.A., Bethany College; M.A., West Virginia University; Mississippi State University.
- ANTHONY L. MITCH, *Assistant Professor of English.* (1967).
B.A., Cornell University; M.A., St. John's University; New York University.
- WESLEY J. WAGNER, *Assistant Professor of Art.* (1967).
Pennsylvania Academy of the Fine Arts; Barnes Foundation.
- E. DONALD AULT, *Assistant Professor of Physical Education.* (1968).
B.A., West Liberty State College; M.A., Marshall University.
- WALTER L. KORNOWSKI, *Assistant Professor of Art and Chairman of the Department.* (1968).
B.F.A., Rochester Institute of Technology; M.S., State University College of Buffalo.
- LARRY J. FRYE, *Assistant Professor of Library Science and Head Librarian.* (1969).
B.A., Bethany College; M.L.S., Rutgers University.
- PAULINER. NELSON, *Assistant Professor of Foreign Languages.* (1971).
B.A., Upsala College; M.A. and Ph.D., University of Pittsburgh.
- DAVID LIDEN, *Assistant Professor of Political Science.* (1972).
B.A., Union College; M.A., University of Massachusetts; University of Michigan; University of California at Berkeley.
- MILTON R. SMITH, JR., *Assistant Professor of Chemistry.* (1972).
B.S., Sul Ross State University; Ph.D., Texas A&M University.
- JOHN M. ATKINS, *Assistant Professor of Mathematics.* (1973).
B.S., Marshall University; M.A., West Virginia University; Ph.D., University of Pittsburgh; University of Michigan.
- WILLIAM R. HUDNALL, *Assistant Professor of Physics and Chairman of the Department.* (1973).
B.S., Wheeling College; M.S., Ph.D., Syracuse University.
- G. MICHAEL PALMER, *Assistant Professor of Physics.* (1973).
B.S., West Liberty State College; M.S., Ph.D., West Virginia University; Marietta College.
- DAVID T. BROWN, *Assistant Professor of Mathematics.* (1974).
B.A., Ottawa University; M.A., Ph.D., Syracuse University.
- HUGH R. ENGSTROM, JR., *Assistant Professor of History.* (1974).
B.S., Southern Oregon College; M.A., Ph.D., University of California.
- SANTIAGO GARCIA, *Assistant Professor of Foreign Languages.* (1974).
B.A., University of Oriente; M.A., Ph.D., University of Pittsburgh; Lycée de Chateaubriand; Instituto de La Habana.
- DEBORAH SLADE, *Assistant Professor of Education and Chairman of the Department; and Director of Student Teaching and Certification Officer.* (1974).
B.S., Skidmore College; M.S., Ph.D., Syracuse University.
- T. GALE THOMPSON, *Assistant Professor of Psychology.* (1974).
B.A., M.A., Ph.D., University of Missouri.
- RICK P. WILLIAMSON, *Assistant Professor of Education Media and Director of the Media Center.* (1975).
B.A., M.A., University of South Dakota.
- JOHN H. HULL, *Assistant Professor of Psychology.* (1976).
B.S., Alma College; M.A., Ph.D., Kent State University.
- W. KIRK AVERY, *Assistant Professor of Education.* (1976).
B.A., Bethany College; M.A., Columbia University; M.S., Ed.D., Indiana University.
- MARIA LEWIS, *Assistant Professor of Education.* (1976).
B.A., West Liberty State College; M.A., West Virginia University.

RON W. WALDEN, *Assistant Professor of Religious Studies* (1976).
B.A., LaSierra College; B.D., Andrews University; M.Phil., Ph.D., Yale University; Université catholique de Louvain.

LARRY LEE HOUTS, *Assistant Professor of Biology* (1976).
A.B., Rockford College; M.S., Florida State University; Ph.D., State University of New York at Albany; Duke University.

JANET LANZA, *Assistant Professor of Biology* (1977).
B.S., State University of New York at Stony Brook; M.S., University of Massachusetts; University of Connecticut; University of Costa Rica.

Instructors

HAROLD G. O'LEARY, *Instructor in Communications*. (1972).
West Liberty State College.

MICHAEL W. SHERWOOD, *Instructor in Physical Education*. (1974).
B.S., M.S., West Virginia University.

BARBARA A. IVY, *Instructor in Library Science and Assistant Librarian for Public Services*. (1975).
B.A., University of Illinois at Chicago Circle; M.L.S., University of Pittsburgh.

D. BARRY McCOY, *Instructor in Physical Education*. (1975).
B.S., M.Ed., Springfield College.

DAVID J. SPIZALE, *Instructor in Communications*. (1976).
B.A., Southwestern Louisiana State University; M.S., Miami (Ohio) University.

MARK P. STEVENSON, *Instructor in Communications*. (1976).
B.A., Bethany College; M.A., West Virginia University.

JAMES E. DAFLE, *Instructor in Physical Education*. (1976).
B.A., Capital University; M.Ed., Ohio University; Marietta College.

EILEEN McELROY, *Instructor in Physical Education*. (1976).
A.S., Dean Junior College; B.S., M.S., State University of New York at Brockport.

SALLY I. DORWART, *Instructor in Physical Education*. (1977).
B.S., M.S., West Virginia University.

JAMES J. HUMES, *Instructor in Communications*. (1977).
B.A., Geneva College; M.A., West Virginia University.

DENNIS P. MOORE, *Instructor in Accounting*. (1977).
B.S., New Hampshire College; M.B.A., Northeastern University.

Adjunct Faculty and Lecturers

CARL L. SCHWEINFURTH, *Adjunct Associate Professor of History and Political Science*. (1964).
B.S., University of Oregon; M.A., University of Florida; Ph.D., Southern Illinois University; Haile Selassie University.

MARJORIE T. CARTY, *Lecturer in Foreign Languages*. (1965).
Ph.B., University of Chicago; Clark University; Saltillo (Mexico) State Teachers College; University of Nicaragua; Bethany College; West Virginia University; University of Puerto Rico; Universidad Iberoamericana.

NINA G. MCGOWAN, *Lecturer in Music*. (1966).
B.M., M.M., University of Michigan.

ROBYN R. COLE, *Lecturer in English*. (1968).
B.A., University of Maryland; M.A., University of Georgia; Ohio University.

WILLIAM B. ALLEN, *Chaplain of the College*. (1970).
B.A., Bethany College; M.Div., Yale Divinity School.



NANCY SANDERCOX, *Lecturer in Library Science and Assistant Librarian*. (1971).

B.A., Bethany College; M.L.S., University of Pittsburgh.

S. SCOTT BARTCHY, *Adjunct Assistant Professor in Religious Studies*. (1972).

B.A., Milligan College; S.T.B., Th.D., Harvard University.

OLIVER MANNING, *Artist in Residence*. (1972).

B.M., Louisiana State College; M.M., Cincinnati College-Conservatory of Music.

RUTH WESTLAKE, *Lecturer in Communications*. (1975).

B.A., Kent State University; Ohio University.

REBECCA BROWN, *Lecturer in Music*. (1975).

Milligan College.

WALLACE F. WITHAM, *Lecturer in History*. (1976).

B.A., M.A., University of Maine; Ph.D., University of Minnesota.

JOEL COLLINS, *Lecturer in Art*. (1976).

B.A., Alderson Broaddus College; M.F.A., West Virginia University.

ALAN R. SHERMAN, *Lecturer in Religious Studies*. (1976).

B.A., C.W. Post College; B.H.L., M.A., Hebrew Union College.

JOHN R. POPE, JR., *Lecturer in Physical Education*. (1976).

B.A., Bethany College; M.A., University of Missouri.

DORTHY C. DONNELLY, *Adjunct Assistant Professor of Political Science*. (1976).

B.A., M.A., George Washington University; University of Pittsburgh.

META M. LASCH, *Lecturer in Theatre*. (1976).

B.A., West Liberty College.

DEBRA HULL, *Lecturer in Psychology*. (1976).

B.A., Alma College; M.A., Ph.D., Kent State University.

WILLIAM P. CROSBIE, *Lecturer in Music and College Organist*. (1977).

A.B. Whittier College.

Committees of Faculty, Staff, and Students

ACADEMIC REVIEW

W. Daniel Cobb, *Chairman*; Kirk Avery, John Cunningham, Joseph Kurey, Anthony L. Mitch, Robert Myers, Milton Smith, Ron Walden. *Students*: Lynda Kelsesky, Nancy McLaughlin.

ADMISSION

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Daniel Draper, *Chairman*; Richard Stebbins, *Vice Chairman*; Nancy Ault, Larry Lee Houts, William Hudnall, Milton Smith.

ART COLLECTION

Walter Kornowski, *Chairman*; Larry Frye, David Spizale, Wesley Wagner. *Student*: Ann Martino.

ATHLETICS

John Atkins, *Chairman*; Donald Ault, John U. Davis, Bert DeVaul, David Hutter, Maria Lewis, Eileen McElroy, Jeff Wall. *Students*: Barbara Burns, Bruce Campbell, Sue Mapletoft, Scott Thompson.

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COMPUTER ADVISORY

G. Michael Palmer, *Chairman*; Randolph Cooley, John Graham, Joseph Kurey, Lawrence Lee, Lynn Queen.

CONTINUING EDUCATION

Rick Williamson, *Chairman*; Gary Armitage, Kirk Avery, Stanley Becker, Paul Chewing, Randolph Cooley, John Graham, Charles Halt, Maria Lewis.

CULTURAL ACTIVITIES

John Taylor, *Chairman*; Jay Buckelew, Bert DeVaul, Barbara Ivy, David Judy, Darline Nicholson, Harold O'Leary, Dave Spizale, Wesley Wagner, Mark Stevenson. *Students*: George Couch, Cindy Gray.

CURRICULUM

W. Daniel Cobb, *Chairman*; John D. Davis, Daniel Draper, Larry Grimes, Joseph Kurey, Hiram Lester, Anthony Mitch, Trevor Peirce, Deborah Slade, *Students*: David McDonnell, Mark Schmidt.

FACULTY BUDGET

James Allison (1978), Randolph Cooley (1979), Bert DeVaul (1980), G. Michael Palmer (1980), John Taylor (1978).

FACULTY DEVELOPMENT

Deborah Slade, *Chairman*; David Brown, Leonora Cayard, Roy Kirkpatrick, Hiram Lester, Milton Smith.

FACULTY PERSONNEL

Randolph Cooley (1979), *Chairman*; David Brown (1980), Daniel Draper (1978), David Judy (1980), Robert Myers (1978).

FACULTY WELFARE

John Atkins (1980), John D. Davis (1978), David Liden (1979), Robert Myers (1978), G. Michael Palmer (1979), Rick Williamson (1980).

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HONORS

Robert Myers, *Chairman*; Richard Kenney, *Vice Chairman*; James Carty, John Cunningham, Daniel Draper, Helen Louise McGuffie, Robert Sandercox, John Taylor, Burton Thurston.

INTERDISCIPLINARY STUDIES

Larry Grimes, *Chairman*; Stanley Becker, *Vice Chairman*; Kirk Avery, Lawrence Lee, Gale Thompson, Burton Thurston.

INTERNATIONAL EDUCATION

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THE LAWHEAD PRESS, INC.
ATHENS, OHIO

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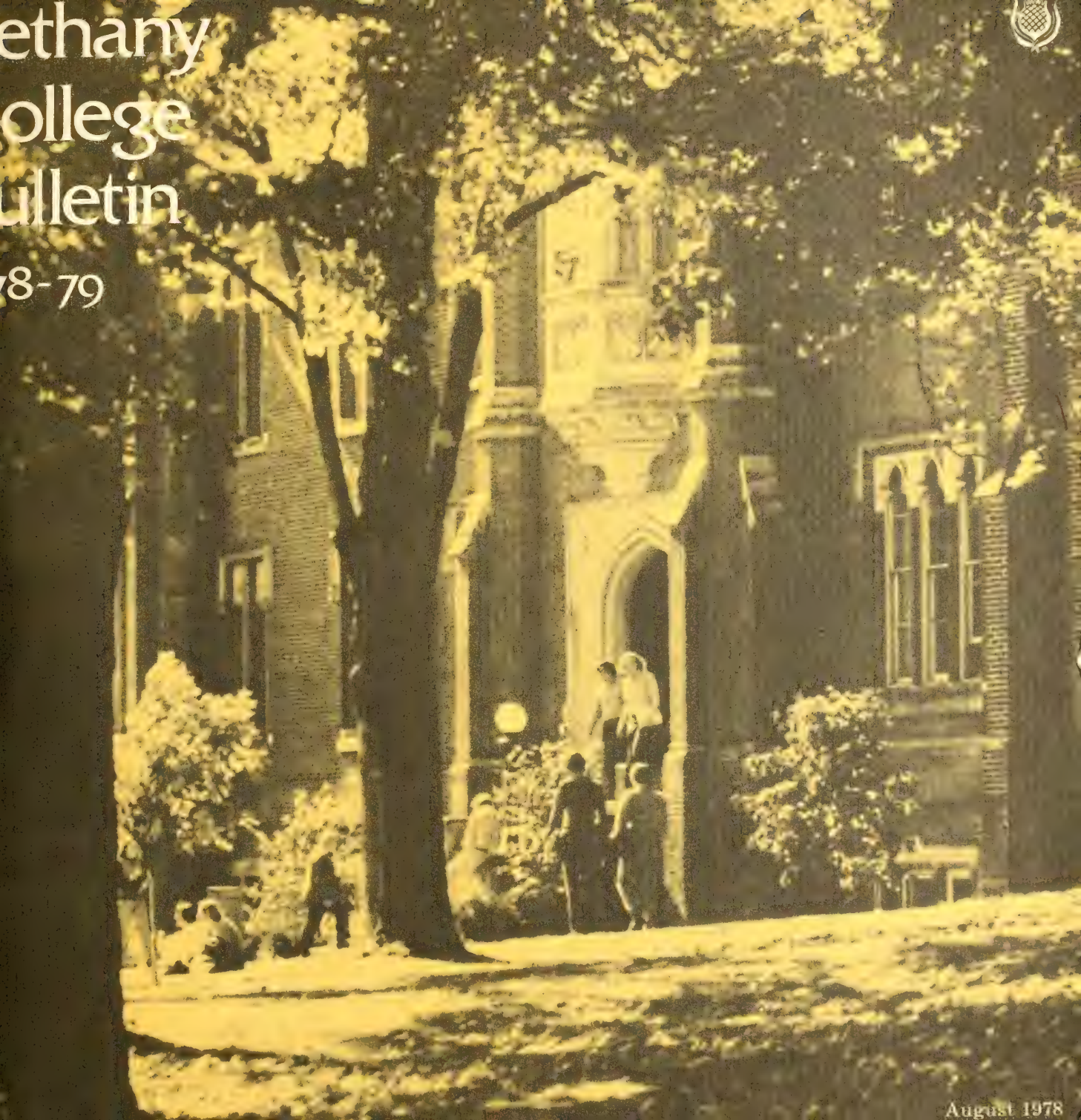
Bethany, West Virginia 26032

Return Postage Guaranteed



ethany college bulletin

78-79



August 1978

BETHANY COLLEGE BULLETIN 1978-79

BETHANY COLLEGE BULLETIN

Vol. LXXI

August 1978

No. 4

Second class postage paid at Bethany, West Virginia, 26032. Published five times a year, February, April, July, August and October, by Bethany College, Bethany, West Virginia.

NOTICE OF NONDISCRIMINATORY POLICY

Bethany College admits students of any race, color, sex, religion, handicaps, and national or ethnic origin to all of the rights, privileges, programs, and activities generally accorded or made available to students at the school. Bethany does not discriminate on the basis of race, color, sex, religion, and national or ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, athletic activities, or other school-administered programs.



COLLEGE CALENDAR

1978-79

FIRST SEMESTER

September

1-2	Fri.-Sat.	Fall Faculty Workshop
3-4	Sun.-Mon.	Orientation and evaluation for new students
5	Tues.	Registration and Diagnostic Writing Test for all new students
6	Wed.	Classes begin for all students
12	Tues.	Last day for re-adjustment of schedules without academic and financial penalty; last day to add a course
14	Thurs.	Formal Convocation
19	Tues.	Last day for credit/no credit

October

7	Sat.	Homecoming
21	Sat.	Parents' Day
24-25	Tues.-Wed.	Final exam night for first-half semester courses
24	Tues.	Last day of classes for first-half of semester
27	Fri.	Mid-term grades due

November

11	Sat.	Board of Trustees' meeting
13-21	Mon.-Tues.	Registration for second semester
21	Tues., 4 p.m.	Thanksgiving vacation begins
27	Mon., 8 a.m.	Thanksgiving vacation ends

December

11	Mon.	Writing Qualification Test for Freshman Seminars
15	Fri.	Last day of first semester classes
18-22	Mon.-Fri.	Final exam period
23	Sat.	Final grades due

January

8-	Feb. 2	January term classes
29-30	Mon.-Tues.	Senior Comprehensive Exams (written)
31-	Feb. 2	Senior Comprehensive Exams (oral)
	Wed.-Fri.	

SECOND SEMESTER

February

4	Sun.	Registration and Diagnostic Writing Test for all new students
5	Mon.	Classes begin for all students
9	Fri.	Last day for re-adjustment of schedules without academic and financial penalty; last day to add a course.
15	Thurs.	Formal Convocation
16	Fri.	Last day for credit/no credit

March

1	Thurs.	Founder's Day
21-22	Wed.-Thurs.	Final exam nights for first-half semester courses
23	Fri.	Last day of classes for first-half semester
23	Fri., 4 p.m.	Spring vacation begins
26	Mon.	Mid-term grades due

April

2	Mon., 8 a.m.	Spring vacation ends
4	Wed.	Writing Qualification Tests (Sophomores and Juniors)
12	Thurs.	Honors Day
23-27	Mon.-Fri.	Registration for first semester 1979-80

May

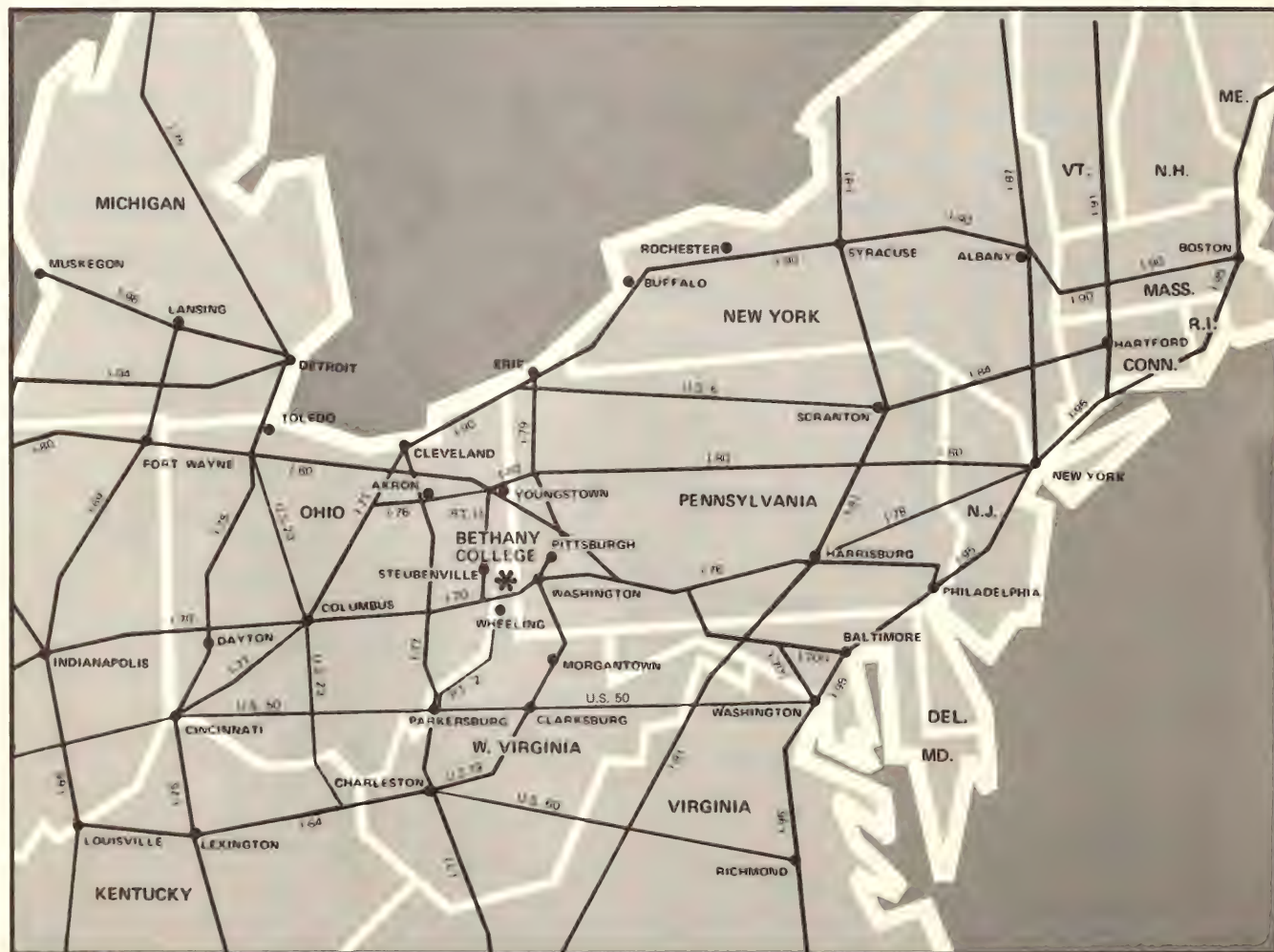
5	Sat., 8 a.m.	Reading period begins for seniors
7	Mon.	Grades due for seniors taking comps
11-13	Fri.-Sun.	Spring Festival and Parents' Weekend
14-15	Mon.-Tues.	Senior Comprehensive Exams (written)
16-19	Wed.-Sat.	Senior Comprehensive Exams (oral)
18	Fri.	Grades due for seniors taking comps in January
18	Fri.	Last day of second semester classes
19	Sat.	Alumni Day
21-25	Mon.-Fri.	Final exam period
24	Thurs., 1 p.m.	Final faculty meeting
25	Fri.	Board of Trustees' meeting
25	Fri., 8 p.m.	Baccalaureate
26	Sat., 10 a.m.	Commencement
28	Tues.	Final grades due



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BETHANY



BETHANY PROFILE



HISTORY

Bethany was established as a private educational foundation, chartered under the laws of then undivided Commonwealth of Virginia on March 2, 1840, more than two decades before West Virginia became a state. The charter was written by Alexander Campbell, a celebrated debater, Christian reformer, and educator, who not only provided land for the campus and \$15,000 toward the first building, but also served as Bethany's first president until his death in 1866.

Bethany's traditions are derived from the University of Glasgow in Scotland, where Campbell studied before coming to America in 1809, and from the University of Virginia, from which Campbell gleaned much of the College's original curriculum and faculty.

Since its inception, Bethany has remained a four-year private college affiliated with the Christian Church (Disciples of Christ). This religious body, of which Campbell was one of the principal founders, continues to support and encourage Bethany, but it exercises no sectarian control.

LOCATION

Bethany is located in the northern panhandle of West Virginia, a narrow tip of land between Ohio and Pennsylvania. This special location in the rolling foothills of the Allegheny Mountains puts Bethany near several large cities. To the northeast, just 40 miles away, is the major urban and cultural center of Pittsburgh. Fifteen miles to the southwest is Wheeling, W.Va., the dominant northern city in the state and location of Oglebay Park, one of the nation's best-known summer and winter resorts.

ACCREDITATION AND MEMBERSHIPS

- North Central Association of Colleges and Secondary Schools
- Association of American Colleges
- American Council on Education
- College Entrance Examination Board
- American Association of Colleges for Teacher Education
- National Council for the Accreditation of Teacher Education
- Board of Higher Education of the Christian Church (Disciples of Christ)
- Women graduates are eligible for membership in the American Association of University Women.

ENROLLMENT

Each year Bethany students — approximately 575 men and 425 women — represent some 29 states and 15 foreign countries. The majority come from Pennsylvania, New Jersey, New York, Ohio, Connecticut, Maryland, and West Virginia. Nearly 85 per cent of the student body is from out-of-state.

CURRICULUM

In December 1971 a new curriculum was adopted for Bethany students. Called the Bethany Plan, it provides not only for a classroom-based program but for an experience-based program as well. It is a recognition that the classroom is not the only place for meaningful education.

The Plan provides for a close student-faculty relationship. In consultation with a faculty advisor, the student is asked to design or to help plan an educational program to satisfy his or her personal goals. It encourages students to develop their own special course of study. Pages 45-59 discuss this curriculum in detail.



GOALS

Bethany College is a private, four-year, church-related but autonomous, co-educational, residential, liberal arts college with a tradition of an innovative and quality educational program which emphasizes critical reason and the religious dimension of life, community experience and the importance of the individual, ethical responsibility and the satisfactions of personal accomplishments, the integration of the total person, and the value of a life of work and service to others.

The educational program is designed to help each Bethany student realize seven goals:

- 1) to discover how to acquire, evaluate, and use knowledge
- 2) to master the skills of communication
- 3) to cooperate and collaborate with others in study, analysis, and formulation of solutions to problems
- 4) to understand contemporary issues and events
- 5) to analyze personal values, to perceive and to deal sympathetically with the values of others, and to be open to the continued evaluation of both



- 6) to make progress toward the selection of and the preparation for a vocation
- 7) to integrate the varied experiences of life and to see the relationship of the college experience to future development as a responsible citizen.

EDUCATIONAL RESOURCES

Substantial resources are invested in the education of Bethany students. The gross assets of the College on June 30, 1977, totaled \$28,502,592. Facilities and equipment at book value were \$16,138,071, with a replacement value of approximately \$38,000,000. The market value of all endowment funds was \$10,953,976.

More than 30 academic, administrative, and residential buildings are on Bethany's campus.

Pendleton Heights (1841) was built during the college's first year by W. K. Pendleton, a member of the first faculty and second president of the College. Today it serves as home for Bethany's president. Pendleton Heights is listed in the "National Register of Historic Places."

Old Main (1858) is the central unit of Bethany's academic building. Its tower dominates the campus and is the chief architectural feature noted as one approaches the College. Old Main is listed in the "National Register of Historic Places." The building is one of the earliest examples of collegiate Gothic architecture in the United States, and is in the process of restoration.

Commencement Hall (1872) provides the setting for convocations, concerts, lectures, dramatic presentations, and other gatherings. Studios and classrooms for the art department occupy the ground floor of the building. It was remodeled in 1924.

Cramblet Hall (1905) was constructed through a gift from Andrew Carnegie. Originally the library, it was remodeled in 1961 to house Bethany's administrative offices. It is named in honor of two presidents of the College, Thomas E. Cramblet and his son, Wilbur.

Cochran Hall (1910) was built as a men's residence by Mark M. Cochran of the class of 1875. The interior of the building was completely remodeled during 1974-75 to serve as a faculty office and student conference center. Today it houses eight academic departments of the College and several administrative offices.

Oglebay Hall (1912) a gift of Earl W. Oglebay of the class of 1869, accommodates the laboratories and classrooms for the biology and psychology departments.

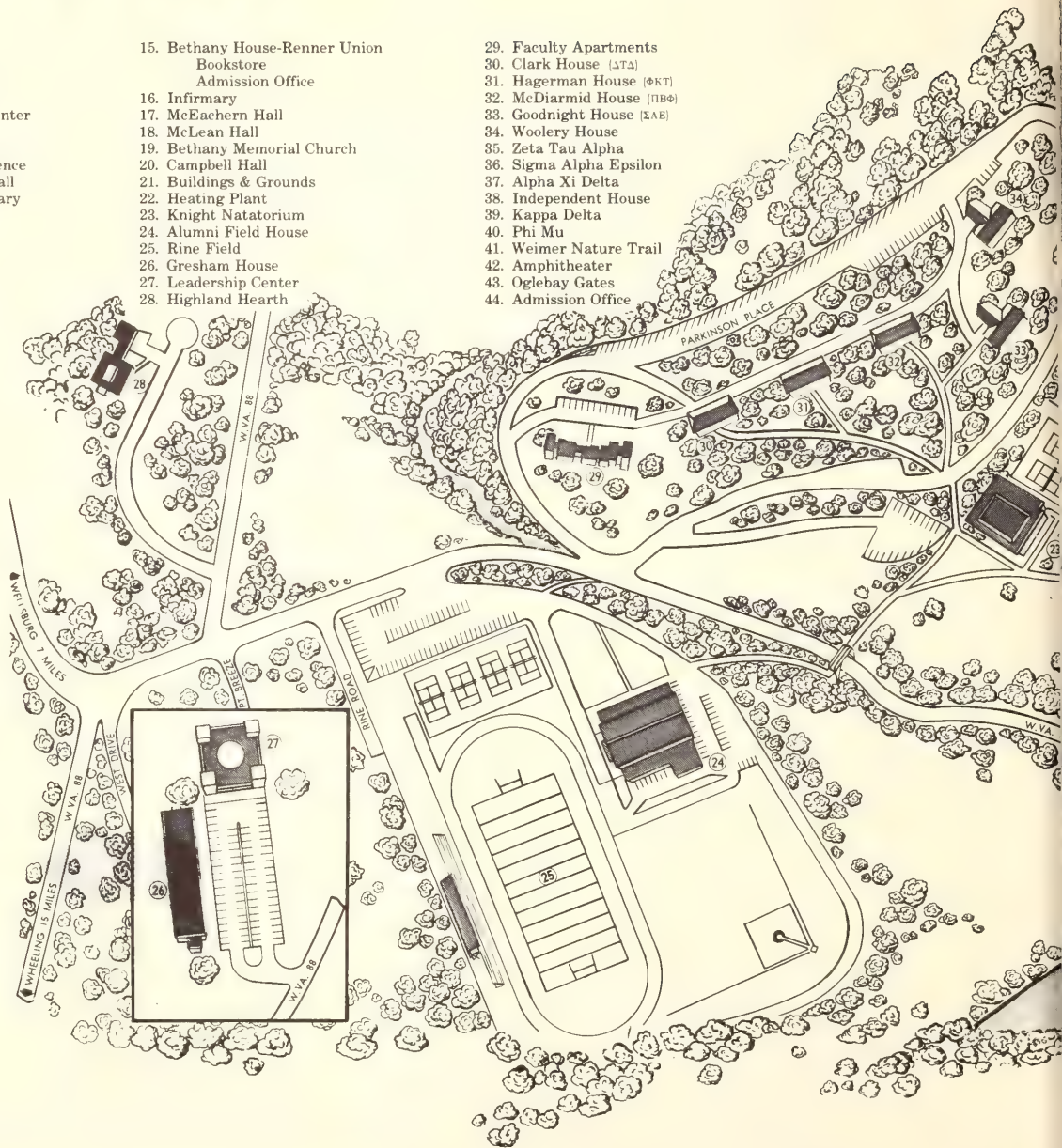
Irvin Gymnasium (1919) a gift of the Irvin family of Big Run, Pa., serves as a physical education center for men and women. It contains a modern dance studio.

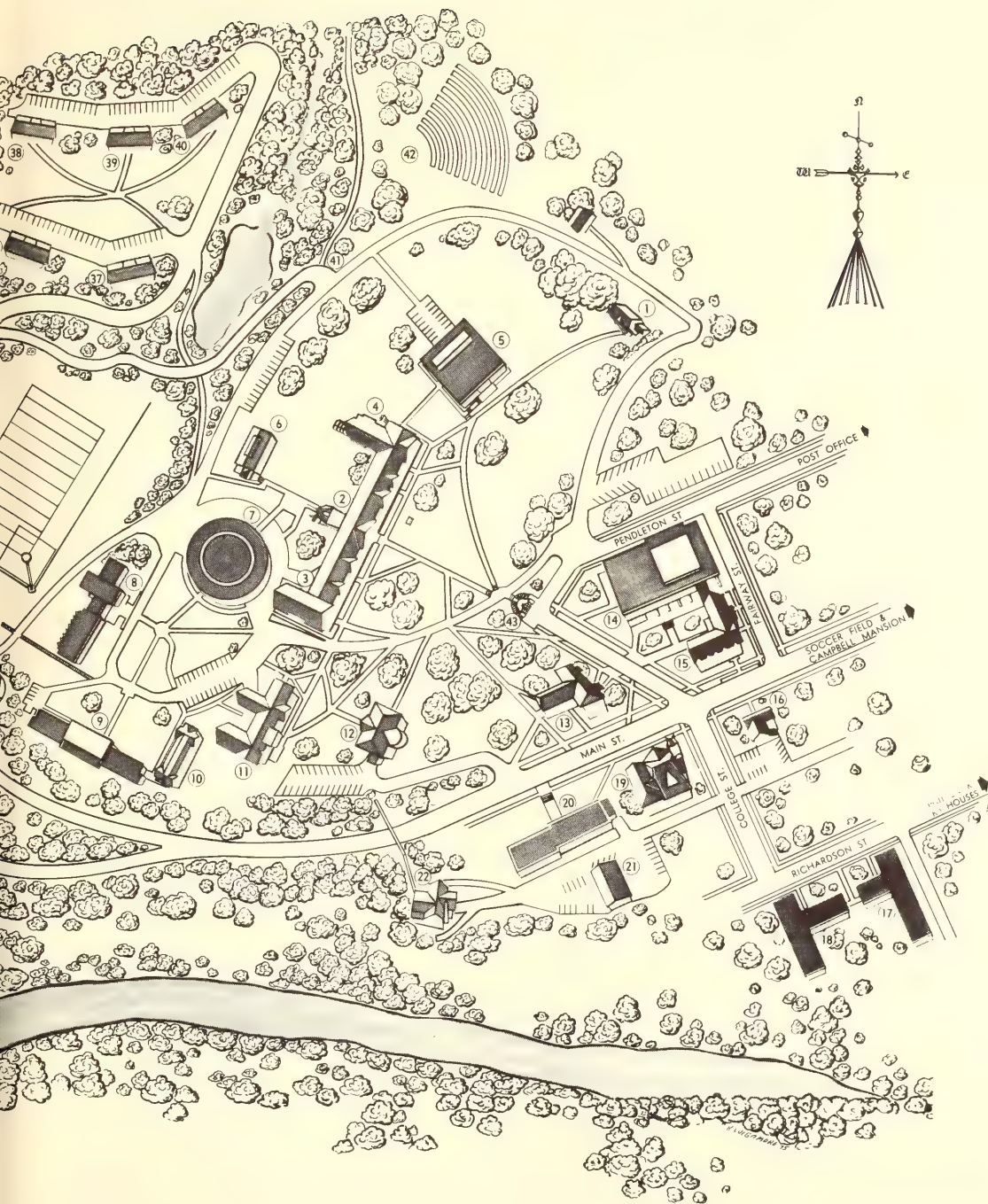
BETHANY

10

1. Pendleton Heights
2. Old Main
3. Commencement Hall
4. Oglebay Hall
5. Steinman Fine Arts Center
Wailes Theater
6. Irvin Gymnasium
7. Richardson Hall of Science
Weimer Lecture Hall
8. Phillips Memorial Library
9. Morlan Hall
10. Harlan Hall
11. Phillips Hall
12. Cramblet Hall
13. Cochran Hall
14. Benedum Commons
15. Bethany House-Renner Union
Bookstore
Admission Office
16. Infirmary
17. McEachern Hall
18. McLean Hall
19. Bethany Memorial Church
20. Campbell Hall
21. Buildings & Grounds
22. Heating Plant
23. Knight Natatorium
24. Alumni Field House
25. Rine Field
26. Gresham House
27. Leadership Center
28. Highland Hearth
29. Faculty Apartments
30. Clark House (ΔΤΔ)
31. Hagerman House (ΦΚΤ)
32. McDiarmid House (ΠΒΦ)
33. Goodnight House (ΣΑΕ)
34. Woolery House
35. Zeta Tau Alpha
36. Sigma Alpha Epsilon
37. Alpha Xi Delta
38. Independent House
39. Kappa Delta
40. Phi Mu
41. Weimer Nature Trail
42. Amphitheater
43. Oglebay Gates
44. Admission Office

Scale: 1" = 300'





Renner Union-Bethany House (1948) is the student union. Here are found the campus radio station, the college bookstore, a student photographic dark-room, music listening rooms, a spacious lounge, and the Admission Office. The alumni joined in 1969 with the R. R. Renner family of Cleveland, Ohio, to remodel this facility.

Alumni Field House (1948) provides physical education facilities for men and women. It is also used for concerts. Adjacent to the field house are football and baseball fields, tennis courts, and a quarter-mile track.

Richardson Hall of Science (1964) provides facilities for the chemistry, physics, and mathematics departments and houses the computer center. It is named for Robert Richardson, Bethany's first science professor.

John J. Knight Natatorium (1967) contains a six-lane, 25-yard, heated pool which is used in the physical education program and for intercollegiate competition. It is named for John J. Knight, long-time director of athletics. Four tennis courts are located next to the natatorium.

Benedum Commons (1969) is the modern, air-conditioned dining facility for all Bethany students. In addition to the main dining room, the building houses a snack bar, lounge facilities and several small dining rooms for special student and faculty events.

David and Irene Steinman Fine Arts Center (1969) houses the education, music, and theatre departments. A fully-equipped theatre occupies the central portion of the building. The music department consists of teaching studios, studio-classrooms, a general rehearsal room for the larger choral and instrumental groups, and individual practice rooms.

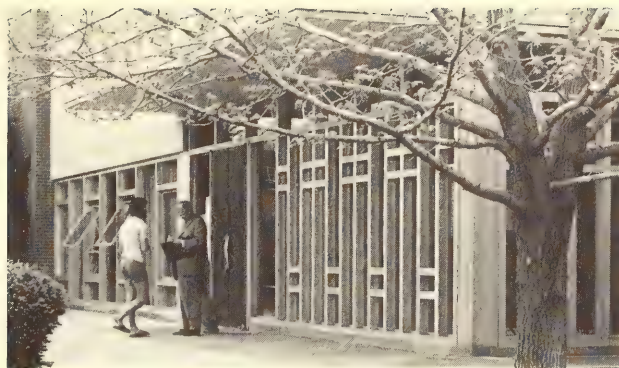
Leadership Center (1972) houses offices, seminar rooms, exhibition areas, and a 123-seat circular conference room for continuing education activities. The center offers a regular series of conferences, seminars, and workshops for education, business, and professional groups. It is a memorial to Thomas E. Millsop, former president and chairman of the National Steel Corporation.

Gresham House (1972) is the Millsop Center's adjoining guest facility which provides 40 rooms for overnight accommodations for visitors to the College. It is named for Dr. Perry E. Gresham, Bethany's twelfth president, and his wife, Aleece.

RESIDENCE HALLS

Harlan, Morlan, Phillips, and Campbell are the largest residence halls on the Bethany campus. Since 1966, Bethany has moved toward small, self-governing living units, each accommodating either 32 or 48 students and containing social and recreational facilities. Phillips Hall, one of two freshmen women residences and the oldest residence hall (1890) on campus, was remodeled in early 1978. The ground floor now houses a large, multi-purpose recreation room, Maxwell's Coffee House and kitchen facilities. In addition, all students' rooms have been redecorated and the heating system, fire safety and access for the handicapped have been improved.

In the early 1970's, six 32-bed residence units were constructed on the wooded north slope of the campus. These units house fraternities, sororities, and independent men.



PHILLIPS MEMORIAL LIBRARY

The T. W. Phillips Memorial Library, built in 1961, contains nearly 140,000 volumes of books, recordings, and bound periodicals. Supplementary collections include microforms, pamphlet files, selected government documents, and a circulating art print collection. The library's periodicals holdings number 698 titles of which 587 are currently received.

The staff of three professional librarians and their clerical assistants are readily available to assist with any information or reference need. The library is open 95 hours a week.

Through membership in the Pittsburgh Regional Library Center, the research collections and reference services of the colleges, universities, and special libraries of the nearby Pittsburgh area are available to Bethany faculty and students. A similar interlibrary program exists among West Virginia's colleges and universities. Materials can also be obtained on loan from other libraries across the country for faculty and students.

Phillips Library also is one of the 1,200 participating colleges, universities and special libraries in a computerized nationwide library cataloging sys-

tem. This system, by using video display terminals, links libraries and makes use of modern technology in retrieving and sharing information and is a means of assessing collections of these other institutions for possible inter-library loan.

Many personal libraries and collections have been received from alumni and friends of the College.

The Campbell Room contains books, periodicals, letters, paintings, photographs, and museum pieces related to Bethany's first president, Alexander Campbell, his Bethany associates, and his family. It is an important research collection not only for the history of the College and the religious movement that Campbell founded but also for regional and intellectual history of the nineteenth century.

MEDIA CENTER

The Media Center, housed in Phillips Memorial Library, provides instructional media materials and equipment for use in the classroom and by students. The center also has production facilities for slides, audio and video tapes, filmstrips, transparencies, dry mounting, laminating, and high speed duplication.

The Media Lab provides individualized learning opportunities for students and makes available a variety of media software materials for student reports and study. Facilities for recording, previewing and small group interaction also are available.

Close coordination between the Media Center and other media-oriented units on campus — WVBC Radio, TV 3 television, biology auto-tutorial laboratory, the duplicating services and the Appalachian Education Satellite Program — make it possible for the Bethany College Media Center to meet any of the media needs of the students.

BETHANY



COLLEGE LIFE

At Bethany, education is a total experience of living and learning. The College community offers a myriad of activities from hang gliding to campus theatre productions. Students are encouraged to participate in those things that will best complement their educational experience.

Bethany assumes the mature and responsible citizenship of its students. The College believes this citizenship is best realized through the personal freedom of each individual, as well as the community building efforts of students, faculty and administrators. College officials intervene only when the rights and privileges of some are threatened by the actions of others.

Through this community interaction, there is such a sense of ownership by both those who learn and those who teach that the term "Bethanian" has come to mean a special sense of pride.

STUDENT GOVERNMENT

The Student Board of Governors, with representatives from all residence groups, manages a substantial budget and appropriates funds for many diverse student activities. Representatives are appointed to many faculty committees including those concerned with curricula, cultural programs, schedules, athletics, religious life, international education, and the library. In addition, the Student Board of Governors President participates in the biannual Board of Trustees meeting as a non-voting member.

Residence halls form the primary political groups for self-government. Fraternities, sororities, and house associations accommodate all upperclassmen in small self-governed units. These students are responsible for their conduct; cultural, academic, and social programming, and care of the facilities. Shortly after arrival, freshmen also organize and send representatives to student government.

STUDENT REGULATIONS

A complete description of the regulations pertaining to housing, telephones, dining rooms, health services, motor vehicles, use of alcoholic beverages and drugs, eligibility requirements, and other areas of student life is contained in the *Student Activities Calendar*. However, applicants for admission should know the following in advance:

- 1) With the exception of commuters (i.e., married students or students living with parents) all students are required to live in College residence halls or fraternity or sorority houses unless excused by the Dean of Students.
- 2) All students, except commuters, are required to board in the College dining hall unless excused by the Dean of Students. No refunds are granted for meals missed.
- 3) Freshmen are not permitted to bring automobiles to Bethany unless the request is approved by the Dean of Students and the vehicle properly registered.
- 4) Violations of regulations which are not adequately dealt with by the self-governing housing unit may be referred to the Dean of Students or to the Student Court. The Student Court is composed entirely of students and offers students the opportunity to be judged by their peers.

RESIDENCE LIFE

The majority of Bethany residences are small, self-governed living units, including 11 home-like, 32-bed or 48-bed houses on the wooded slopes opposite the main campus. In all, 21 housing units are available to students.

Fraternities, sororities, and independent-house associations constitute the primary upperclass social groups on campus. Each association or fraternal group is responsible for arranging its cultural, recreational, and social experiences and for maintaining its own internal discipline. Houses are also responsible for organizing day-to-day house-keeping chores and for working closely with the College in developing a decor that suits the group living style.

Freshmen live in the larger residence halls, but are granted many of the same freedoms and responsibilities of the upperclassmen. Student staff coordinators and student resident assistants give a great deal of leadership and counsel the first semester, and by the second semester freshmen are involved in most decision-making.

The seven fraternities and five sororities at Bethany are nationally affiliated and constitute approximately 50 per cent of the student body. Interfraternity Council and Panhellenic Council, composed of representatives from each of the fraternities and sororities, act as the coordinating agencies in fraternal affairs and activities.

The fraternities represented are Alpha Sigma Phi, Beta Theta Pi, Delta Tau Delta, Kappa Alpha, Sigma Alpha Epsilon, Phi Kappa Tau, and Sigma Nu. The sororities are Alpha Xi Delta, Kappa Delta, Pi Beta Phi, Phi Mu, and Zeta Tau Alpha.

SOCIAL LIFE

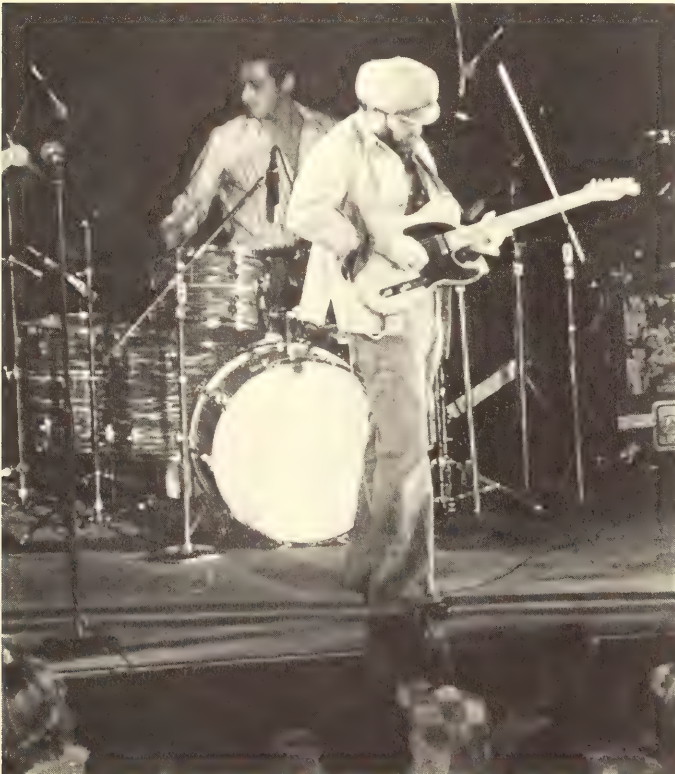
Much of the social life at Bethany is casual. It may be a coffee date at the Barn or a mid-week sporting event. Any night of the week friends can be found studying together at the library or in a residence hall lounge. Athletics, theatre, movies, concerts, coffee-house programs, and parties fill many weekends.

The student-run College Union Program Board brings numerous big-name concerts to campus.

Last year, the Lester Lanin Orchestra played for Homecoming while other concerts were given by the Atlanta Rhythm Section, Kenny Rankin, Your Father's Mustache, Michael Johnson, Randy Stonehill, the Star Spangled Washboard Band, Point Blank, Meisburg and Walters Overland Express and Woody Herman.

Some of the other entertainers to appear during the year at Maxwell's Coffee House were John McCutcheon, Sparky Rucker, Mike Kline, Dryfork, Booger Hole Revival, The Flying Cloud, Olla Belle Reed and Family, Wry Straw, Arm and Hammer String Band, Larry McCullough and the Folk Tellers and others.





VOLUNTEERS IN ACTION

An opportunity for students to volunteer time in service to people who live in the area surrounding Bethany is provided by the campus Volunteers In Action (VIA) program.

Currently, this student-led organization provides transportation and information for those who wish to work in a juvenile detention home, the Big-Brother, Big-Sister program, a nursing home, a halfway house for psychiatric patients, a community mental health center, and a Saturday morning tutoring program.

About 150 students, many of whom earn practicum credit, give three to five hours of their time each week working in VIA.

CULTURAL ACTIVITIES

Faculty and students working together on the Cultural Activities Committee provide a variety of cultural events.

Speakers on campus within the past year were Comedian Robert Klein, Dr. Ronald E. Osborn, Humphrey Carpenter, Dr. Jacques Vallee. Other recent speakers have been Alex Haley, Mark Lane, Vincent Bugliosi, Geraldo Rivera, and Mel Blanc.

Cultural events this past year included the Ohio Ballet Residency, Woody Herman's Workshop and Concert, the Pittsburgh New Music Ensemble, the Pittsburgh Symphony Chamber Orchestra. In addition, the Bethany Chorus presented its annual performance of Handel's *Messiah*.

Numerous art and photographic shows, including the annual Bethany Fall Art Exhibition, were displayed in Renner Union Lounge. Student and faculty shows were exhibited throughout the year.

Besides the regular Friday and Saturday night schedule of first-run movies, numerous foreign and experimental art films were shown during the year.

THEATRE

Drama is one of the most important co-curricular activities at Bethany. Nearly one-fourth of the last senior class participated in a production while at Bethany. Often acting, directing, playwriting, and producing are correlated with courses in the theatre department. Non-theatre majors have every opportunity to participate.

Most of the productions are staged in Wailes Theatre of the Steinman Fine Arts Center. The theatre seats 300 people and has a fully equipped workshop. Most plays are performed three or four times.

Last year's productions had a comedic theme and included *Trial by Jury*, *You Can't Take It With You*, *Hay Fever*, *The Harmfulness of Tobacco*, *The Proposal*, *A Night of One-Act Plays*, *The Great Big Doorstep*, *The Ghost Theatre*, *Of Thee I Sing*.

MUSIC

There is a wide range of musical groups on campus in both the vocal and instrumental fields.

The Concert Choir performs on campus and goes on tour each spring. The repertoire consists primarily of serious sacred and secular works of many periods. There is opportunity within the choir itself for the formation of smaller ensembles to cultivate special types of repertoire.

The Madrigal Ensemble and Glee Club are select groups which sing a variety of types of works. These groups, and others in the community, form the Oratorio Chorus which annually presents a major concert during the Christmas season, traditionally including selections from Handel's *Messiah*.

The College Band performs at athletic contests and for special occasions throughout the year. Band

members attend an instrumental seminar each fall before the opening of school.

The Brass Choir appears at formal convocations and in concerts. It is open to qualified players by audition as vacancies occur.

Chamber Music is provided by woodwind quintets, string quartets, and smaller ensembles that develop annually and are open to all who play orchestral instruments.

There is opportunity for proficient orchestral musicians, especially string players, to play in the Wheeling Symphony. To be admitted into this orchestra one must audition with the Symphony's director.

PUBLICATIONS AND RADIO-TV

Student-produced publications include a campus newspaper, *The Tower*; a yearbook, *The Bethanian*; a literary journal, *The Harbinger*; a foreign language periodical, *The Polyglot*; and a magazine, *The Folio*. There is also a campus radio station, WVBC-FM, and a campus television station, Cable 3.

All of these media are under the supervision of the Board of Communications which is chaired by the president of the Student Board of Governors. The board includes the student editors and business managers of all publications, the general manager and program director of the radio and television stations, and members of the faculty and administration.

INTERCOLLEGIATE ATHLETICS, INTRAMURALS, AND RECREATION

Men's intercollegiate sports include baseball, basketball, cross country, football, golf, lacrosse, soccer, swimming, tennis, track, and wrestling.

Women's intercollegiate sports include basketball, field hockey, lacrosse, tennis, volleyball and softball.

Bethany is a member of the Presidents' Athletic Conference which also includes the following colleges and universities: Allegheny, Carnegie-Mellon, Thiel, and Washington & Jefferson in western Pennsylvania; and Case-Western Reserve, Hiram, and John Carroll in Ohio. Membership is also held in the National Collegiate Athletic Association, Midwest Association for Intercollegiate Athletics for Women and the Pennwood West Conference.

Recreation is provided for the entire student body through an extensive intramural and open recreation program. Men's intramural sports include basketball, bowling, cross country, football, golf, handball, softball, swimming, table tennis, tennis, track, volleyball, and wrestling. Women's intramural sports include archery, basketball, field hockey, football, swimming, tennis, and volleyball. The director of intramural athletics supervises the program.

Bethany encourages students to develop skills in recreational activities that may be continued through life. In addition to the usual team sports, staff instruction is available in archery, badminton, horseback riding, swimming, golf, tennis, camping techniques, jogging, body mechanics, bowling, dancing, and gymnastics.

There are many opportunities available for students who wish to pursue recreational interests. The 1,600 acres of College land provide a natural



setting for hiking and nature study. The Wilderness Club provides for camping, backpacking, and rafting. Ski slopes and riding stables are available at nearby Oglebay Park. The Dutch Fork Hunt Club invites students to go fox hunting from September through February. Local farmers are willing to board horses. Three public, 18-hole golf courses, including one of Robert Trent Jones design, are located within 10 miles of campus.

STUDENT HEALTH SERVICES

All students entering Bethany for the first time are required to submit a completed physical examination form before registration. After arrival, the College health service is maintained by student fees, and all students are entitled to infirmary privileges as in-patients and out-patients.

The Bethany infirmary is on 24-hour call for illnesses and injuries which occur during the academic year. Medical service is not available at the infirmary during vacations and recess periods. Students who suffer serious illnesses and accidents are usually treated at the Wheeling Hospital, located 15 miles from the town of Bethany which maintains ambulance service for emergencies.

The College physicians have regular office hours each weekday morning during the school year for free consultation. In case of an emergency operation, when the parents cannot be reached, the Dean of Students, upon the recommendation of the College physician, assumes the responsibility of giving permission for operations.

Bethany provides medical, surgical, and hospitalization insurance. All students are automatically included in the coverage from September 1 to August 31 and are charged accordingly unless the appropriate waiver is forwarded to the Business Office. Expenses for outside consultation and treatment are the responsibility of the student in all cases when not covered by insurance.

RELIGIOUS LIFE

A variety of religious backgrounds is represented in the student body and faculty. While participation in religious concerns is entirely voluntary, there are substantial opportunities for religious exploration and participation on campus.

Many students find in Bethany Memorial Church an opportunity for expression of their religious faith. The minister of this church, who is also the College chaplain, is available to students for counseling and advice on personal and religious matters.

The Bishop of the Wheeling Diocese of the Roman Catholic Church provides a chaplain for Catholic

students. He is available on a weekly schedule for counseling, in addition to the celebration of the Mass each Sunday and on Holy Days.

The Jewish fellowship meets for worship and study. Jewish congregations in Steubenville and Wheeling sponsor the fellowship and entertain Jewish students for the high holidays.

PLACEMENT

The Placement Office assists and advises underclassmen, graduating seniors and alumni in planning careers and in obtaining temporary and/or permanent jobs. The office maintains a career library and resource center consisting of career-planning literature, job announcements and graduate and professional school information. Free credential service is available to those who register by completing the necessary forms. In addition to providing counsel for resume preparation, interview techniques and job procedures, the placement director is a member of the pre-law advisement committee and the committee for advisement of allied health professions. Bethany also has established a reciprocal agreement with four area colleges to offer students an opportunity to schedule personal interviews with representatives of firms visiting those campuses.

ADVISING AND COUNSELING

Bethany recognizes the need to provide its entering students with an introduction to their work in new surroundings and therefore requires freshmen to come to the campus several days before the formal registration of other students. The orientation period is planned not only to introduce the students to the College but also to introduce the College to the students.

From the beginning of their collegiate career, students are assigned a faculty advisor. Through the Bethany Plan curriculum, freshmen advisors come into weekly seminar contact with their advisees. Thus, they have ample opportunity to observe student strengths and weaknesses in academic situations as well as in more relaxed and informal counseling situations.

After students choose a major field of concentration, they are then assigned to a faculty advisor in their chosen department. This advisor helps the

student plan an academic program consistent with the aims and requirements of the department in a liberal arts education, and a program which is in keeping with the student's abilities and aspirations.

The chief officer in charge of student advising and counseling, student welfare, and coordination of all student personnel administration is the Dean of Students. Members of his staff are available for help in all major areas of guidance, including post graduate and career planning.

ADVISORS

FOR FRESHMEN

R. Kenney, L. Grimes, B. Thurston, D. Draper, L. Cayard, J. Peirce, A. Buckelew, J. Hull, D. Hutter, D. Spizale, G. Thompson, A. DeVaul, J. U. Davis, M. Stevenson, W. Allen, J. Lanza.

FOR FIELDS OF CONCENTRATION

ART	Mr. Kornowski
BIOLOGY	Mr. Larson
CHEMISTRY	Mr. Draper
COMMUNICATIONS	Mr. Herzog
ECONOMICS	Mr. Maggio
EDUCATION	Mrs. Shelly
ENGLISH	Miss McGuffie
FINE ARTS	Mr. Taylor
FOREIGN LANGUAGES	Mrs. Cayard
HISTORY AND POLITICAL SCIENCE	Mr. Young
INTERDISCIPLINARY STUDIES	Mr. Grimes
MATHEMATICS	Mr. Atkins
MUSIC	Mr. Cobb
PHILOSOPHY	Mr. Myers
PHYSICAL EDUCATION	Mr. Hutter
PHYSICS	Mr. Kovacs
PSYCHOLOGY	Mr. Peirce
RELIGIOUS STUDIES	Mr. Kenney
SOCIOLOGY	Miss Adkins
THEATRE	Mr. Judy

FOR CAREER INTERESTS

DENTISTRY	Mr. Draper
DRAMA	Mr. Judy
ENGINEERING	Mr. Kovacs
LAW	Mr. Young
MEDICINE	Mr. Draper, Mr. Larson
MINISTRY	Mr. Kenney
RADIO	Mr. Humes
RECREATIONAL LEADERSHIP	Mr. Hutter
SOCIAL WORK	Miss Adkins
TEACHING	Mrs. Shelly
TELEVISION	Mr. Spizale
VETERINARY MEDICINE	Mr. Larson

FOR SPECIAL SERVICES

FOREIGN STUDENTS	Mr. Cunningham, Miss Philliben
GRADUATE FELLOWSHIPS AND SCHOLARSHIPS	Mr. Myers
MINISTERIAL TRAINING AWARDS	Mr. Sandercox
SOCIAL SECURITY AND VETERANS BENEFITS	Mr. Kurey
SOCIAL AND RECREATIONAL ACTIVITIES	Miss Nicholson
UNDERGRADUATE SCHOLARSHIPS	Mr. Bunnell, Mr. Wall
VOCATIONAL INFORMATION AND GUIDANCE	Mrs. Ault

PRE-PROFESSIONAL STUDY

ALLIED HEALTH PROFESSIONS

Students desiring to prepare for the study of medicine, dentistry, or any of the health related fields will find instruction and facilities at Bethany which satisfy the entrance requirements for the best professional schools.

The Medical College Admissions Test or the Dental Admissions Test, covering medical or dental school entrance requirements in chemistry, biology, and physics as well as the social sciences and humanities, must be taken in the junior year. A program furnishing the proper sequence of courses to prepare students to take either of these tests requires that both beginning chemistry and biology be taken in the first semester of the freshman year.

The Committee of the Allied Health Professions disseminates information on the professional programs and entrance requirements in the various health related areas as well as writes letters of reference and helps students gain some experience in the matter of interviews.

PRE-LAW

Most law schools do not require specific undergraduate courses for entrance. Rather they expect the broadest possible educational background. They do, however, recommend that the prospective law student acquire skills in three basic areas: 1) effectiveness in the comprehension and expression of the English language, 2) insight into the understanding of human institutions and values, 3) creative power in thinking. Courses in English composition and literature, history, ethics, logic, economics, political science, sociology, and accounting are particularly useful in acquiring these skills.

PRE-ENGINEERING

Training in the sciences and humanities provides a good foundation for pre-engineering students, some of whom desire to transfer to an engineering school after carefully following the requirements of the engineering school they wish to enter.

By cooperative arrangement with Columbia University, Georgia Institute of Technology, and Washington University, Bethany offers the first three years of a five-year course and arranges for the qualified student to transfer to one of these engineering schools for the last two years of undergraduate training. Upon completion of the five-year program, degrees from both institutions are granted. For more information about these programs, see page 51.

PROFESSIONAL CHEMISTRY

A thorough preparation for professional chemistry and a background in the liberal arts at Bethany conforms to American Chemical Society standards. Independent study introduces the student to the principles of research which aids in any contemplated graduate or industrial work following graduation.

PRE-THEOLOGICAL

Students who plan to enter church vocations are expected to complete their preparation in seminaries and graduate schools of religion after graduating from Bethany. Their undergraduate studies, therefore, are primarily liberal arts. Students elect courses which provide necessary pre-seminary studies in the natural and social sciences, the arts and humanities, and religion.



TEACHER EDUCATION

The preparation of teachers for the secondary and elementary schools is one of the major professional preparation programs at the college. Requirements for certification may be found in the course listings for the individual academic departments. Students wishing to prepare for a career in teaching should contact the chairman of the Education Department for further information in the freshman year or as soon as the decision is made.

ACHIEVEMENT RECOGNITION

Bethany encourages achievement in scholarship and leadership in student affairs by public recognition at Commencement, Honors Day, Founders' Day, and on other suitable occasions.

GRADUATION HONORS

Students who have done academic work of unusual merit are graduated with honors: *Summa Cum Laude*, (3.85), *Magna Cum Laude*, (3.65), or *Cum Laude*, (3.35). The awarding of honors is determined upon the basis of total quality points earned, standing in the Senior Comprehensive Examination, and the recommendation of the student's advisor.

Students who do unusually well on the Senior Comprehensive Examination are listed at graduation as having "passed with distinction."

DEAN'S LIST

At the end of each semester, students who have rated high academically (grade point average of 3.65 or better) are designated as "Students Distinguished in Scholarship." Often called the Dean's List, this distinction is determined by the Honors Committee.

SENIOR FELLOWSHIPS

Certain members of the junior class may be designated as senior fellows for the following year. The selection is made from students who have demonstrated unusual excellence in their field of concentration and who, by character and ability, can do special work in a department or area as an assistant in instruction or research.

Usually no more than 12 full-year senior fellowships and one senior fellowship *at-large* (or the equivalents) are awarded in any one year. Usually no more than one full-year appointment (or the equivalent) will be made in any one department or area. Although the title of *senior-fellow-at-large* is provided primarily for capable students involved in interdisciplinary programs, students in other fields of concentration may be nominated for this category.

The selection of senior fellows is made by the Honors Committee from nominations usually presented by department chairmen.

HONOR SOCIETIES

A number of honor societies have been established at Bethany through the years to recognize academic achievement and campus leadership.

GAMMA SIGMA KAPPA is a scholastic society founded at Bethany in 1932. Students who have achieved a cumulative scholarship index of at least 3.70 (over at least four consecutive semesters and provided that in no semester their scholastic index falls below a 3.00) may, upon recommendation of the Honors Committee, be considered for membership. Usually, however, not more than 10 per cent of any class will be recommended.

BETHANY KALON is a junior and senior society established in 1948 to give recognition to students of high character who have demonstrated competent and unselfish leadership in student activities and have been constructive citizens of the college community. Selection is made by the members of the society with the advice and approval of the Honors Committee.

ALPHA PHI CHAPTER OF BETA BETA BETA is for students of the biological sciences. Its purpose is to stimulate sound scholarship, to promote the dissemination of scientific truth, and to encourage investigation into the life sciences.

GAMMA UPSILON CHAPTER OF LAMBDA IOTA TAU. Lambda Iota Tau is an international honor society for the encouragement and reward of scholastic excellence in the study of literature. Membership is limited to juniors and seniors who have a cumulative scholarship index of 3.0, who have completed a minimum of 12 semester hours of literature courses with at least a 3.0 grade-point average in them and in all prerequisite courses, and who have presented a scholarly, critical, or creative paper which has been accepted by the chapter. Lambda Iota Tau is a member of the Association of College Honor Societies.

ALPHA CHAPTER OF OMICRON DELTA EPSILON, an international honor society in economics, was established in 1960 to recognize excellence in the study of economics. Membership is limited to students who have completed a minimum of 16 semester hours of economics, including either Economics 301 or 302, and who have achieved both a departmental and overall grade-point average of 3.25 or better.

BETA GAMMA CHAPTER OF ALPHA PSI OMEGA. Alpha Psi Omega is a national recognition society in dramatics. Students qualify by faithful work in playing major and minor roles or working with technical or business aspects of theatre.

MU EPSILON CHAPTER OF PHI ALPHA THETA was established at Bethany in 1967 to recognize excellence in the study of history. Its membership is limited to those students who have com-

pleted at least 12 hours of history with a grade-point average of 3.0 or better and with at least a 3.0 grade-point average in two-thirds of all other studies. Members must also rank in the upper 35 per cent of their class.

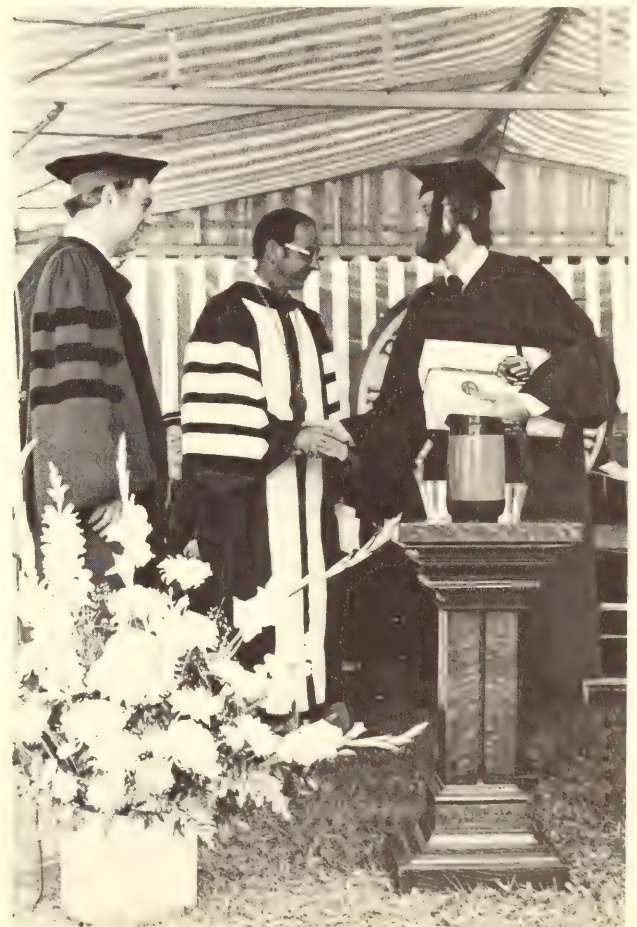
BETHANY CHAPTER OF THE SOCIETY FOR COLLEGIATE JOURNALISTS, a national recognition society in journalism, is designed to stimulate interest in journalism, foster the mutual welfare of student publications, and reward journalists for their efforts, service, and accomplishments.

KAPPA XI CHAPTER OF SIGMA DELTA PI is an honor society for those who attain excellence in the study of the Spanish language and the literature and culture of the Spanish peoples. Students who are at least second semester sophomores and have a high scholastic index and who have completed at least one advanced course in Spanish literature are eligible for membership.

EPSILON CHI CHAPTER OF KAPPA PI is for students of graphic arts. Its purpose is to uphold the highest ideals of a liberal education, to provide a means whereby students with artistic commitment meet for the purpose of informal study and entertainment, to raise the standards of productive artistic work, and to furnish the highest reward for conscientious effort in furthering the best interest in art in the broadest sense of the term.

ALPHA CHAPTER OF KAPPA MU EPSILON, a national honor society in mathematics, was established in 1975 to recognize outstanding achievement in mathematics. Its membership is limited to those students who have completed at least three semesters at Bethany, rank in the upper 35 per cent of their class, have completed at least three mathematics courses, including one semester of calculus, and have a grade-point average of 3.0 or better in all mathematics courses.

PHI DELTA PSI is a physical education honorary for both men and women which encourages scholarship, leadership, fellowship, high educational standards and participation in departmental activities. To be eligible, students must be at the second semester level of the sophomore year and achieve a grade point average of at least 3.0.



AWARDS

OREON E. SCOTT AWARD is presented to the graduating senior who has achieved the highest academic record over a four-year period of study. The donor of this award was a long-time Bethany trustee and a graduate of the class of 1892.

ANNA RUTH BOURNE AWARD stimulates scholarship among the women's social groups. A silver cup, provided by an anonymous donor in honor of the former distinguished chairman of the English department, is awarded to the recognized women's group whose active membership earns the highest scholarship standing each semester. The group winning the cup for four semesters is presented with a smaller replica as a permanent trophy.

W. KIRK WOOLERY AWARD encourages scholarship among the men's social groups. A silver cup, donated by friends of the late Dr. Woolery, a former Dean and Provost of the College, is held by the recognized men's social group or housing organization whose membership (active membership only in the case of fraternities) earns the highest scholarship standing each semester. Any group winning the cup for four semesters is presented with a smaller replica as a permanent trophy.

BETA BETA BETA ANJ B. R. WEIMER AWARD, established by an anonymous donor, is presented to the senior biology major who has attained the highest academic rank in this field of concentration

FLORENCE HOAGLAND MEMORIAL AWARD, given by a graduate of the class of 1944, is presented to the outstanding senior English major. The award honors the memory of the late Miss Hoagland who was for many years Professor of English at Bethany.



CHRISTINE BURLESON MEMORIAL AWARD, given by a graduate of the class of 1936, is presented to a senior English major who has attained excellence in this field of concentration. The award honors the memory of the late Miss Burleson who was Professor of English and Dean of Women from 1932 to 1936.

CAMMIE PENDLETON AWARDS, named in honor of Miss A. Campbellina Pendleton, Professor of Language and Literature at Bethany from 1884 to 1909, are presented to the outstanding junior and sophomore concentrating in English. The awards are given by Dwight B. MacCormack, Jr., of the class of 1956, in memory of his grandmother, Dr. T. Marion MacCormack.

E. E. ROBERTS DISTINGUISHED PRIZE IN CAMPUS JOURNALISM is awarded to an outstanding student who excels in work on a student publication, in academic work in the Communications department, or both.

WINFRED E. GARRISON PRIZE is presented in recognition of outstanding achievement in one or more areas of philosophy. The award honors the memory of the late Dr. Winfred E. Garrison, graduate of the class of 1892, whose humane concerns and scholarly achievements contributed significantly to the area of higher education, history, and philosophy.

OUTSTANDING JUNIOR WOMAN AWARD is provided by the Pittsburgh Bethany College Club, comprising the Bethany alumnae of Pittsburgh. This award is based on qualities of leadership, character, conduct, and scholarship. The club has placed a suitable plaque in Phillips Hall on which names of the winners are engraved. In addition, an individual gift is made to the recipient.

VIRA I. HEINZ AWARD is granted the junior woman who has distinguished herself by leadership, character, conduct, and scholarship and whose proposal for foreign travel most significantly supplements her educational objectives. This \$1,500 award for summer travel is provided by the fund of Vira I. Heinz, recipient of the honorary Doctor of Religious Education degree from Bethany in 1969.

BENJAMIN CHANDLER SHAW TRAVEL AWARD is granted the junior man who has distinguished himself by leadership, character, conduct and scholarship and whose proposal for foreign travel most significantly supplements his educational objectives. This \$1,500 to \$2,000 award is funded by an anonymous friend of the college in recognition of Dr. Shaw, Bethany's George T. Oliver Distinguished Professor of History and Political

Science Emeritus. Dr. Shaw joined the Bethany faculty in 1935, served from 1945 to 1966 as chairman of the Department of History and Political Science and continued part-time until 1973.

W. F. KENNEDY PRIZE is given to the outstanding young man in the junior class. This award, established by W.F. Kennedy of Wheeling, West Virginia, is awarded on the basis of the student's contribution to the college community life through leadership in activities, in personal character, and scholarship.

PEARL MAHAFFEY PRIZE is awarded to the outstanding senior major in Languages. The award was established by Mrs. Walter M. Haushalter and other former students of Bethany's emeritus professor of foreign languages. The prize honors Miss Mahaffey, a faculty member from 1908-1949 and a trustee of the College at the time of her death in 1971.

SHIRLEY MORRIS MEMORIAL AWARD was established by Theta Chapter of Zeta Tau Alpha in memory of Shirley Morris, a loyal member and past president of the chapter. It is given to the outstanding student in the field of modern languages. Selection is made by the Department of Foreign Languages.

MARGARET R. WOODS PRIZE, sponsored by the Kappa Xi Chapter of Sigma Delta Pi, is awarded to the outstanding senior Spanish major. The prize honors Miss Woods who was a faculty member from 1943 until her retirement in 1965. Selection is made by the Department of Foreign Languages.

AUGUSTE COMTE AWARD is presented to the senior of the Sociology Department for outstanding scholarship and keen interest in the field. The award is named after the founding father of discipline.

CHARLES H. MANION AWARD is made to the outstanding senior art major. The award memorializes Charles H. Manion, long-time trustee of Bethany College who was associated with the steel industry in the Ohio Valley and who enjoyed painting. The prize is provided by his daughter, Mrs. Leonard Yurko, Weirton.

FRENCH LANGUAGE AND CULTURE PRIZE is awarded to the outstanding senior French major. This prize, which is restricted to those students whose native language is other than French, was established by Theodore R. Kimpton, assistant professor of foreign languages at Bethany prior to his retirement from full-time teaching in 1975.

J. S. V. ALLEN MEMORIAL is a fund established by the family and friends of Professor Allen to provide for an annual award to the outstanding physics student.

FRANK ALFRED CHAPMAN MEMORIAL is a fund established by Dr. Stanton Crawford to provide for an annual award to the outstanding history student. Preference is given to students of American history and the Ohio Valley.

OSBORNE BOOTH PRIZE is given to the student who excels in the field of religious studies and in the overall academic program. The late Osborne Booth was T. W. Phillips Professor of Old Testament when he retired in 1964 after 35 years of teaching at Bethany.

FRANCIS O. CARFER PRIZE is given to the senior who, in the judgment of the Honors Committee, has made the most outstanding contribution to the College. Mr. Carfer, a trustee of Bethany College for 29 years, was a graduate of the class of 1909. Recipients of the award must display sound academic accomplishments and characteristics of loyalty, service, and devotion to Bethany.

W. H. CRAMBLET PRIZE recognizes outstanding achievement in mathematics. It is named in honor of Wilbur H. Cramblet, the eleventh president of Bethany College.

JOHN J. KNIGHT AWARD is presented to the senior male Physical Education major displaying outstanding scholarship and athletic participation during his four years at Bethany.

ELIZABETH S. REED AWARD is presented to the senior woman showing outstanding scholarship and athletic participation during her four years at Bethany.



FORREST H. KIRKPATRICK AWARD is presented annually to the outstanding senior concentrating in economics and business. The award is named in honor of Dr. Kirkpatrick, long-time dean of the College who is currently serving as adjunct professor of economics.

SENIOR CHEMISTRY AWARD, given by an anonymous donor, is granted to the senior concentrating in chemistry who has achieved the highest cumulative average in the department, including the record made on the Senior Comprehensive Examination.

PSYCHOLOGY SOCIETY AWARD is presented to the senior major in psychology who has maintained the highest academic average in the department.

SOCIETY FOR COLLEGIATE JOURNALISTS AWARD OF MERIT is presented to an upperclass writer or editor for significant contributions to campus student publications.

WVBC-FM SENIOR AWARD is given to the senior who for four years has lent qualities of dedication, loyalty, leadership, talent, and creativity to WVBC's operations.

WVBC-FM TALENT AWARD is presented to the member of the WVBC staff who has offered the most outstanding continuous radio programming during the year.

FRESHMAN WRITING PRIZES, provided by alumni and awarded by the Department of English, are given annually to authors of the best essays written in Freshman Seminars. Each seminar leader submits the two best essays from the group and the winning essays are determined by a panel of judges.



BETHANY



ADMISSION

Bethany accepts applications for admission from qualified candidates. Admission is based on a careful review of all credentials presented by the candidate. The Committee on Admission accepts those it considers best qualified among those applying. In no case does the meeting of minimum standards assure admission.

Bethany's admission policy enables the Committee on Admission to act on completed applications as they are received. Applicants will be notified of the Committee's decision approximately three weeks after their file has been completed. Early application is advised.

The College seeks students who have prepared themselves for a liberal arts curriculum by taking at least 15 units of college-preparatory work. Although the College does not prescribe how these units should be distributed, it expects a minimum of four years of English and the usual sequences in mathematics, science, foreign languages, and social studies. For students who have developed individual curricula or are involved in experimental honors programs, the Committee on Admission makes special evaluation.

The process of application includes furnishing a transcript of completed work, a personal profile, two references, and either the College Entrance Examination Board Scholastic Aptitude Test (SAT) scores or the American College Testing (ACT) scores. Supporting documents that might be of help in the process of admission, i.e., poetry, plays, short stories, music, artwork, photography, and journalistic writings, may also be submitted.



Although not required, an on-campus interview with an admission officer is highly recommended. A campus visit will enable a student to develop some sensitivities about Bethany's lifestyle. A comprehensive tour, observation of classes, and interaction with Bethany students and faculty are available upon request.

Prospective students are also invited to remain overnight as the guest of a Bethany student. Meals and overnight accommodations in college housing for prospective students are courtesy of the College. Lodging for parents is available at Gresham House, as well as nearby lodges, motels, and hotels. Transportation arrangements are easily made for the Greater Pittsburgh International Airport.

For those students who are unable to visit campus, interview sessions are held annually in New York City, Washington, D.C., Philadelphia, Boston, Pittsburgh, and other cities. Interested students will be advised as to the particulars of these sessions.

The Admission Office is open Monday through Friday from 9 a.m. to 4 p.m.; Saturday 9 a.m. to 1 p.m.; and Sunday 1 p.m. to 4 p.m., throughout the year. Appointments may be made by calling 304-829-7611 or writing the Admission Office, Bethany College, Bethany, West Virginia 26032. A brochure will be sent, detailing travel routes and comfortable overnight accommodations.

TRANSFERS

Transfer students are welcome. Procedures for transferring to Bethany are similar to those for freshmen, except that the interview is required. Any student in good standing at a fully accredited institution of higher education is eligible for acceptance. A majority of students accepted as transfers

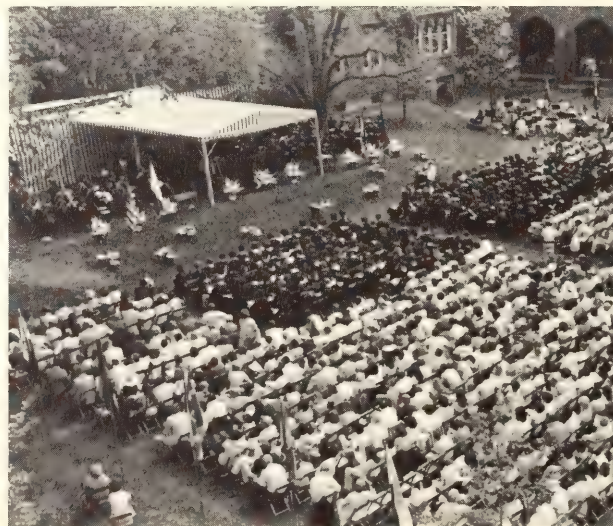
have above average grades and are seeking a campus life unlike that which they have experienced.

Grades of "C" or better are accepted along with course work in which credit (on a credit/no credit basis) or pass (in a pass/fail system) has been received. If requested, course work from other institutions will be reviewed by Bethany's registrar prior to making application.

COMMUNITY/JUNIOR COLLEGE GRADUATES

Students who have received or will receive an Associate in Arts or Associate in Science Degree and find Bethany's curriculum suited to their educational goals are encouraged to apply.

Holders of the A.A./A.S. Degree who are accepted receive at least two years (minimum of 60 hours) credit, enter as juniors, and receive all the rights and privileges of upperclassmen.





FOREIGN STUDENTS

Bethany is eager to review the applications of students from other countries. Approximately 15 countries are represented on campus each semester.

Students from non-English-speaking countries are required to submit Scholastic Aptitude Test Scores or a score from the Test of English as a Foreign Language (TOEFL) for entrance.

Students from foreign countries are asked to supply funds for financing their education. Though Bethany is willing to review a request for scholarship, funds are limited.

EARLY ADMISSION

Some students complete their secondary school graduation requirements a year early and decide to pursue college admission after their junior year. For those who have demonstrated maturity and show evidence of a strong academic background, Bethany offers a program for early admission. For this type of admission, the usual admission procedures must be followed. A personal interview on campus as well as a discussion between the student's college counselor and a Bethany admission officer are required.

ADVANCED PLACEMENT

Students may receive advanced placement and/or credit from any department in the College through a testing program and must be accomplished before the end of the first year at Bethany College. Those who wish to receive credit by examination should consult with the coordinator of counseling services and the appropriate department chairmen.

Credit may be received or courses waived as a result of high scores on the College Entrance Examination Board Testing Program for Advanced Placement. The waiving of courses or granting of credit, however, are departmental matters and require consultation with the appropriate department chairmen upon matriculation.

BETHANY



EXPENSES AND FINANCIAL AID

Bethany College is a non-profit institution. Tuition, fees, and other general charges paid by the student cover less than three-fourths of the College's instructional and operational expenses. The remainder comes from income from endowment funds and from gifts and contributions. Bethany continues to keep the costs required from the student as low as possible.

COMPREHENSIVE CHARGES

Comprehensive charges of approximately \$5,250 for a year at Bethany include the following:

Tuition and Fees	\$3,700
Room	\$535
Board	\$800
Student Board of Governors	\$80
Bethany House-Benedum Commons	\$50
Linen	\$45
Health Insurance	\$71

While a general charge is stated for Tuition and Fees, this fee may be divided into \$3,200 for tuition and \$500 for the following activities and services: athletics, health service, library, lectures, plays, concerts, publications, student activities, and laboratory services with the exception of music and art.

The Bethany House-Benedum Commons Fee is charged to all registered students and covers the operation and maintenance costs of the student union.

No reduction is made in student accounts for course changes made after the first two weeks of the

semester. The College is required to collect a three per cent West Virginia sales tax on published charges for room, board, linen, and parking permits. Bethany reserves the right to change, without advance notice, the price for room, board, linen, and health insurance.

WITHDRAWALS AND REFUNDS

After registration, there is no refund of room charges or fees. A student voluntarily withdrawing or withdrawing because of illness during the course of the semester will be charged 10 per cent of tuition charges for each week of attendance or part thereof. There is no refund of tuition after the tenth week of attendance. There is no refund in the event that a student is dismissed or asked to withdraw during the course of the semester. Board refund is prorated, based upon food costs only. Special fees are not refundable.

A student wishing to withdraw from Bethany must file written notice with the Dean of Students to qualify for refund of deposit and adjustment of other charges.

ADMISSION AND REGISTRATION FEES

APPLICATIONS FOR ADMISSION

A non-refundable \$15 fee is required at the time of formal application.

APPLICATION FOR READMISSION

Students previously enrolled in Bethany College who wish to return for additional work must file an Application for Readmission with the Registrar's Office. A \$5 fee is required at the time such application is made.

REGISTRATION DEPOSIT

Upon acceptance for admission or readmission, a \$100 registration deposit is required of all students. Once this deposit is paid it is not refunded until after graduation or until a Bethany student completes the following procedure.

Students not being graduated may have the deposit refunded after the last term of their attendance if written notice is given to the Business Office prior to the advance enrollment date for the next regular term. Such students may be readmitted by approval of the Dean of Students and the Business Manager.

MATRICULATION FEE

A \$20 fee, payable once by every new student, covers, in part, the cost of orientation and evaluation procedures for new students.

FEES FOR OVERSEAS PROGRAMS

- Paris or Oxford: \$2,585 per semester for tuition and fees, room and board, and activity fees.
- Madrid: 1st semester — \$1,915 for air fare, tuition and fees, and transportation from the airport to the university. 2nd semester — \$1,850 (in addition to first semester fee).
- Sorbonne: 1st semester — \$1,915 for air fare, tuition and fees, and transportation from the airport to the university. 2nd semester — \$1,850 (in addition to first semester fee).

OTHER SPECIAL FEES

- Education 443: off-campus student teaching (per semester) \$1,915
(includes tuition, fees, and weekend board privileges in the Bethany dining hall)
- Education 475 \$80
- Each academic hour when less than 13 \$142
- Each academic hour in excess of 16 \$116
- Auditing a course, per semester hour \$116
(a student is not charged if paying regular tuition and fees and the total program, including the audit, does not exceed 18 hours)
- Comprehensive Examination \$25
- Graduation fee \$25
- Special guidance and advisory service (pre-college) \$10 to \$25
- Special examinations in any department \$15
(there is a \$10 charge for each credit hour awarded by examination)
- Key deposit for dormitories (refunded if key is returned) \$5
- Infirmiry charge per day \$5
(after the first three days each semester)
- Late registration (per day) \$3



ART FEES

Art 201	\$15
Art 210	\$15
Art 304	\$15
Art 310	\$15
Art 320	\$25
Art 325	\$20
Art 404	\$15
Art 420	\$25
Art 425	\$20

Lab fees will also be required for independent study work where departmental materials are being used.

MUSIC FEES

Private lessons, two weekly ...	\$115 per semester
Private lesson, one weekly	\$65 per semester
Organ Practice, one hour daily .	\$33 per semester
Instrument Rental	\$9 per semester
Piano Practice, one hour daily ...	\$9 per semester
Voice Practice, one or two hours daily	\$9 per semester

BREAKAGE DEPOSITS

Chemistry and physics breakage deposits are covered by a \$5 breakage card which the student purchases each semester for every laboratory course in which he or she is enrolled. In the event breakage exceeds \$5, an additional \$5 breakage card must be purchased. Unused portions are refunded at the end of each academic year.

PAYMENT OF STUDENT ACCOUNTS

At registration an invoice is prepared for each student, listing all charges due for the following semester. Payments are due in accordance with the following schedule:

First Semester

By August 15 a payment of \$1,300
(Balance on account due October 15)

Second Semester

By January 15 a payment of \$1,300
(Balance on account due March 15)

Scholarships and loans may be applied as credit against August or January initial payment requirements. If after application of scholarships and/or loans, the balance is less than \$1,300, the full balance is due and payable by August 15 for the first semester and January 15 for the second semester. All special student accounts for which total semester charges are \$1,300 or less are payable in full by registration.

Students will not be permitted to register if the initial payment requirements for each semester are not met, and they may be denied College privileges if subsequent payments are not completed as scheduled. These requirements are in addition to the registration deposit. Checks or drafts should be made payable to Bethany College.

An account service fee of two per cent per month will be charged on balances outstanding on all student accounts as of October 15 for the first semester and March 15 for the second semester. This fee will be entered on all accounts the day following the above dates and at 30-day intervals thereafter for a period not to exceed 90 days. Students may not take final examinations, receive academic credit, obtain transcripts or graduate until satisfactory arrangements are made to cover financial obligations.

STUDENT DRAWING ACCOUNT

The Business Office provides a limited banking service whereby students may deposit funds and draw on them as required. Students or their parents may make deposits to this recommended student drawing account which avoids the necessity of keeping on hand any substantial amount of money. All checks for this account must be made payable to the Bethany College Student Drawing Account.

MONTHLY PAYMENT PLANS

Bethany has made arrangements with the Insured Tuition Payment Plan whereby student accounts may be paid on a monthly basis during the year. Arrangements to use this plan should be made prior to the registration period. Information may be obtained by writing to the Business Office, and contract forms may be obtained by writing to the Insured Tuition Payment Plan, 53 Beacon St., Boston, Mass. 02108. Contracts are to be completed by the parent or guardian of the student through direct negotiation with the payment plan office. Several others plans also are available. Contact the business manager.

FINANCIAL AID

Bethany believes that funding of a student's education is primarily a family responsibility. However, financial assistance is available to those students whose resources will not fund a Bethany education and yet sincerely desire to attend.

All of the College's financial assistance programs are awarded through careful evaluation of the Financial Aid Form (FAF), available through the college counseling offices of the student's high school. Designation of Bethany College as an appropriate

institution to receive the processed information and indication of application for financial assistance on the admission application are the only procedures necessary to apply for financial aid.

Because of the large number of applications for financial aid, assignment of funds is made according to the date requests are processed. The earlier a student completes all admission materials and submits the FAF, the faster the student will be awarded financial aid. However, the FAF should not be submitted until after January 1 since it also serves as an application for the Basic Educational Opportunity Grant Program.

A financial-aid applicant whose need for assistance has been verified by the College Scholarship Service will have his or her need met through a variety of financial aids, including scholarships, loans, and College employment. The student has the option of accepting any or all of the aid offered. An interview with an officer of the College once the offer of assistance has been made can help to explain any problems. The Admission Office or the Financial Aid Office helps to arrange these interviews.



QUALIFICATIONS FOR SCHOLARSHIPS

Bethany recognizes promise and intellectual attainment by awarding a number of scholarships. These awards vary in value and are available to a limited number of entering students. Most scholarships are awarded to freshmen on a four-year basis but are continued from year to year, as needed, only if the recipient has met the following conditions:

- 1) A satisfactory scholarship index
- 2) Satisfactory conduct as a student
- 3) Worthwhile contributions to the college program
- 4) Constructive citizenship in the college community
- 5) Payment of student accounts as scheduled

SCHOLARSHIPS

All awards are made by the Scholarship and Financial Aid Committee in accordance with the requirements of the particular endowed fund.

Rob Roy Alexander Scholarship — establish to provide one or more scholarships for worthy and needy men and women, to be selected by the president.

Patrick A. and Elizabeth Berry Scholarship — established by Miss Sara Cameron to assist students from Ohio.

Bethany Women's Club Scholarship — established by the Bethany Women's Club to assist needy and worthy students.

Bison Club Scholarship — provided by Bethany alumni with principal interest in intercollegiate athletics.

Stanley F. Bittner Scholarship — established by a graduate of the Class of 1916 to provide general financial assistance.

Ashley G. Booth Memorial Scholarship — provided by friends of Ashley G. Booth, minister of the Christian Church.

Donald L. Boyd Memorial Scholarship — established by family and friends in memory of Donald L. Boyd, member of the Class of 1921 and long-time trustee of the College.

Jean A. Boyd Scholarship — established by bequest from donor.

Thomas J. Boyd Scholarship — established by Thomas J. Boyd, member of the Class of 1940.

Jonsie Brink Scholarship — awarded to worthy and eligible students.

Isaac Brown Scholarship — used to cover part of the tuition charge.

Calder Scholarship — established preferably for male students from the New England area majoring in one of the natural or life sciences.

Argyle Campbell Memorial Scholarship — established by family and friends of Mr. Campbell to assist worthy and needy students.

Chapman Scholarship — established by Stanton C. Crawford, a member of the class of 1918 and former Chancellor of the University of Pittsburgh, to honor a pioneer frontier family.

Charnock Family Scholarship — established by Miss Ethel Charnock, member of the Class of 1912, to assist students at the sophomore level or above.

Class of 1969 Scholarship — provided as a scholarship grant to begin with the 1984-85 college year. First preference will be given to descendants of the Class of 1969.

Class of 1970 Scholarship — provided as a scholarship grant to begin with the 1985-86 college year. First preference will be given to descendants of the Class of 1970.

M. M. Cochran Scholarship — established to cover a part of the tuition charge.

James W. Carty, Jr. Scholarship — established by Carl A. Krumbach, a member of the class of 1973, to aid worthy students interested in journalism.

Juanita R. Curran Scholarship — established to provide scholarship assistance to worthy students.

Irene O. Darnall Scholarship — established by Irene O. Darnell to assist needy and worthy students.

Helen Day Scholarship — awarded to members of Zeta Tau Alpha Sorority.

Marion and Frank Dunn Scholarship — established by Frank K. Dunn, former Assistant to the President of Bethany College, to assist worthy and eligible students.

East Side Christian Church of Denver, Colorado, Scholarship — given to provide modest matching funds for a student at Bethany College.

Ekas-Evans Scholarship — established by Dr. and Mrs. Ward Ekas of Rochester, New York, whose daughter, Elizabeth Ellen Ekas, was a member of the Class of 1957.

- Newton W. and Bessie Evans Scholarship* — established by Mr. Newton W. Evans, former Bursar and Treasurer of Bethany College, to assist worthy students.
- Joe A. Funk II Scholarship* — established by Bethany alumni and friends of the Funk family in memory of a young man who lost his life in Viet Nam.
- Samuel George Memorial Scholarship* — established by bequest from the donor to provide one-fourth tuition scholarships to all graduates of Brooke (West Virginia) High School who qualify for admission.
- Greensburg Area Scholarship* — established anonymously in 1953 to assist students of ability and need from the Greensburg, Pennsylvania, area.
- Aleece C. Greshman Scholarship* — presented as assistance to outstanding students in the field of music.
- Perry and Aleece Gresham Scholarship* — established by Dr. and Mrs. Perry E. Gresham to assist worthy and eligible students. Special consideration is given to young people interested in music or philosophy.
- Campbell Allen Harlan Scholarship* — established by Mr. Campbell Allen Harlan, former Bethany College Trustee from Detroit, Michigan, to assist students of unusual ability in the fine arts.
- Florence M. Hoagland Memorial Scholarship* — established for needy and worthy students in Miss Frances Cables of New Hampshire in memory of Florence M. Hoagland, Head of the Department of English and Advisor for Women at Bethany from 1936 to 1946.
- Horne Family Scholarship Endowment* — The Horne Family Scholarship Endowment will provide assistance each year for a student of the Wheeling area preparing for a career in business.
- Ida. M. Irvin Scholarship* — awarded to a senior student.
- Flora Isenberg Scholarship* — given to provide assistance for students of the liberal arts and sciences.
- Albert C. Israel Scholarship* — used to apply to tuition of a descendant of Albert C. Israel.
- Kennedy-Jones Scholarship* — provided by Violet Kennedy-Jones in honor of her family.
- John H. and Ida H. King Scholarship* — awarded to students under terms approved by Trustees of the College in accordance with the will of the donors.
- George A. Kinley Scholarship* — provided to assist worthy West Virginians.
- Forrest H. Kirkpatrick Scholarship* — established by Dr. Kirkpatrick, member of the Class of 1927, to be used to help students who are sons or daughters of alumni. Dr. Kirkpatrick was a Bethany professor and dean for many years.
- Donald E. Lewis Memorial Scholarship* — established by family, friends, and the Beta Beta Chapter of Kappa Alpha Order in memory of a graduate of the Class of 1933.
- Emma A. Lyon Scholarship* — given to memorialize a pioneer Christian missionary to China. The endowment was initiated by a gift from Mrs. Mary M. Farm of Hawaii.
- Maude Schultz Lytle Scholarship* — established by friends and family in memory of a graduate of the Class of 1915.
- Charles L. and Rose Melenzyer Scholarship* — established by Dr. Charles Melenzyer, member of the National Board of Fellows of Bethany College, to be used to assist worthy young people who attend Bethany. First consideration will be given to the young people of the Monongahela Valley.
- H. J. Morlan Scholarship* — established by Halford J. Morlan to assist needy and worthy students.
- Louise Birch Myers Scholarship* — used to promote international, intellectual, and cultural understanding through the support of scholarships for exchange students.
- William Kimbrough Pendleton Scholarship* — established to assist students from West Virginia by Clarinda Pendleton Lamar in memory of her father, William Kimbrough Pendleton, member of the first faculty and second president of the College.
- Ralph E. Pryor Memorial Scholarship* — established by family and friends of Judge Pryor, a member of the Class of 1942, with preference for students from the First Judicial Circuit of West Virginia.
- Eli and Lee Rabb Scholarship* — used as scholarship assistance for students from the Upper Ohio Valley.
- Reader's Digest Foundation Scholarship* — established by the Reader's Digest Foundation to assist worthy and needy students.
- Herbert and Marguerite Rech Scholarship* — used to assist needy and eligible students.
- Edwin K. Resseger, Jr. Memorial Scholarship* — provided by Mr. and Mrs. Kenneth Resseger of the Class of 1933.

James Derrick Reynolds Memorial Scholarship — established by parents and friends of a young man who lost his life in Viet Nam.

E. E. Roberts Scholarship — created in memory of Professor E. E. Roberts who taught journalism at Bethany College from 1928-1960.

Louise Ford Rowan Scholarship — established in her memory by her son, Archibald H. Rowan of Texas, to provide financial assistance for a woman student.

Archibald H. Rowan, Jr. Memorial Scholarship — established by Archibald H. Rowan of Texas, in memory of his only son. It is awarded annually to a male student.

James J. Sawtell Scholarship Endowment — the income to be used each year to support a deserving student seeking an education.

Richard B. Scandrett, Jr., Scholarship — established for the purpose of furthering international education and understanding.

Richard L. Schanck Scholarship — established by friends in memory of Dr. Schanck, Professor of Sociology at Bethany College from 1952-1964.

Elizabeth M. Shrontz Scholarship — established by bequest from the estate of Elizabeth Shrontz from Washington, Pennsylvania.

Richard H. Slavin, Jr., Memorial Scholarship — given in memory of a graduate of the Class of 1950 who served as a Bethany faculty member from 1956-63.

Adelaide E. and Arthur C. Stifel Scholarship — established by Mr. and Mrs. Arthur C. Stifel of Wheeling, West Virginia.

Peter Tarr Heritage Scholarship — established by Geneva Tarr Elliott, member of the Class of 1927, to provide scholarship assistance to students in memory of the Tarr family's association with Bethany College since the days of its founding.

Russell I. Todd Scholarship — a general scholarship endowment with preference for students planning to enter a health associated career.

Stewart King Tweedy Memorial Scholarship — established by Mr. and Mrs. H. L. Tweedy and friends in memory of their son, member of the Class of 1964, who was killed in Viet Nam.

W. W. Vines Scholarship Endowment — provided by a business associate of W. W. Vines, S. John Nitta, the income to be used each year to support a deserving student seeking an education.

William H. Vodrey Scholarship — established by Mr. William H. Vodrey, a member of the Class of 1894, to assist students from the East Liverpool, Ohio area.

Nannine Clay Wallis Scholarship — given to provide financial assistance for students, preferably from Kentucky, enrolled at Bethany.

Campbell-Hagerman-Watson Memorial Scholarship — established by a bequest from the estate of Mrs. Virginia Hagerman Watson, a member of the Class of 1904, to provide support for foreign exchange students.

G. A. Willett Scholarship — established to cover part of the tuition charge. The student receiving this scholarship is to be nominated by a member of the Willett family.

DESIGNATED SCHOLARSHIPS

The following endowment scholarship funds have been established to assist students preparing for church-related vocations:

Florence Abercrombie Scholarship — established by a bequest from the estate of Florence Abercrombie.

Ada P. Bennett Memorial Scholarship — established by O. E. Bennett, a member of the Class of 1925, and family and friends.

Osborne Booth Scholarship — named after a long-time member of the Bethany faculty to provide financial assistance for students preparing for the ministry.

Brightwood Christian Church Timothy Scholarship — established by members of the Brightwood Christian Church, Bethel Park, Pennsylvania.

Lotta A. Calkins Scholarship — established by a bequest from the estate of Lotta A. Calkins.

Thomas Richard Deming Scholarship — established by friends, family, and members of the First Christian Church, Charleston, West Virginia.

Fairhill Manor Christian Church Timothy Scholarship — established by the Washington, Pennsylvania, congregation.

Jennie I. Hayes Scholarship — established by Jennie I. Hayes, a member of the Class of 1904.

Harry L. and Eva Ice Timothy Ministerial Scholarship — established by Mr. and Mrs. Robert H. Lee of Pittsburgh, Pennsylvania, honoring Dr. and Mrs. Ice in recognition of Dr. Ice's productive and untiring work in establishing and building Bethany's Timothy Ministerial Training Program.

William H. McKinney Scholarship — established by family and friends in memory of a Bethany graduate of the Class of 1923 to provide assistance for students preparing for church vocations.

Isaac Mills Scholarship — provided to cover part of the tuition charge of a ministerial student.

Herbert Moninger Scholarship — established in memory of Mr. Herbert Moninger, a graduate of the Class of 1898.

Edward S. and Ruthella Hukill Moreland Scholarship — provided by members of the Walnut Hills Christian Church, Cincinnati, Ohio, and friends of an outstanding Disciple leader who was graduated from Bethany College in 1927.

Mr. and Mrs. Arch R. Morgan Scholarship — established by these friends of Bethany College from Seattle, Washington.

Parsons Memorial Timothy Scholarship — established by the Heights Christian Church, Shaker Heights, Ohio, and friends in memory of Dorothy and Waymon Parsons for dedicated leadership to this church and Brotherhood of Christian Churches (Disciples of Christ).

E. J. Penhorwood Scholarship — named for a Bethany graduate of the Class of 1918 to provide assistance for students preparing for the ministry.

Perry Scholarship — established in memory of Professor and Mrs. E. Lee Perry. Professor Perry was a member of the Class of 1893, Professor of Latin at the College from 1908 to 1939, and Professor Emeritus from 1939 to 1948.

Rosemary Roberts Memorial Scholarship — established by family and friends in memory of a Bethany graduate of the Class of 1942 to provide assistance for a woman preparing for Christian service.

Sala Family Memorial Scholarship — established by Dr. John R. Sala, Class of 1926, former Dean of the Faculty at Bethany College.

Minnie W. Schaefer Scholarship — awarded to students preparing for Christian service.

Edith and Chester A. Sillars Scholarship — established by Chester A. Sillars, former Director of Church Relations at Bethany College.

Charles C. Smith Scholarship — established by family and friends in memory of Mr. and Mrs. C. C. Smith whose lives were dedicated to the Christian ministry.

J. T. Smith Scholarship — established by Mr. J. T. Smith, friend of Bethany from Memphis, Tennessee.

John E. Sugden, Jr. Fund — established to assist in the form of either loans or grants.

Harriett Mortimore Toomey and John M. Toomey Scholarship — established by John C. Toomey and friends to assist students in musical education.

Robert S. and Marie J. Tuck Scholarship — established by members of the Central Christian Church, Wooster, Ohio, where the Tucks, both Bethany graduates, served for 44 years.

Hollis L. Turley Scholarship — established by a bequest from the estate of Hollis L. Turley, a member of the Class of 1925 and former Bethany trustee.

Vinson Memorial Scholarship — established by Z. T. Vinson, Class of 1878, through the Central Christian Church, Huntington, West Virginia.

Raymond E. and Eunice M. Weed Scholarship — established by Dr. Raymond Weed, former curator of the Campbell Mansion near Bethany.

Josiah N. and Wilminia S. Wilson Scholarship — established by Josiah N. Wilson to assist students preparing for the Christian ministry.

The following endowed scholarship funds have been established to assist students from backgrounds of the Christian Church (Disciples of Christ):

Fannie M. Bennett National Campbell Scholarship — established by a gift from the estate of Fannie Bennett who was a member of the Class of 1926.

Ben and Leona Brown Scholarship — established by Mrs. Leona Brown of Washington, Pennsylvania, in memory of her husband.

Jessie M. and Frank P. Fiess National Campbell Scholarship — established by Mr. and Mrs. Frank P. Fiess whose daughters, June Fiess Shackelford and Emma Lee Fiess Baldwin, were members of the Classes of 1941 and 1944 respectively.

V. J. Hopkins and Mary L. Hopkins Scholarship — operated under the principles of the National Campbell Scholarship program.

National Campbell Scholarships — established in memory and honor of Alexander Campbell for the purpose of developing able and dedicated lay leadership in the Christian Church. Awards are in recognition of Christian service and academic accomplishment.

Richmond Avenue Christian Church of Buffalo Scholarship — established for students enrolled at Bethany from Western New York and preferably of Disciple background.

Webster Groves Christian Church Scholarship — designed to provide financial assistance for students coming from the Christian Church (Disciples of Christ), preferably from Missouri. This scholarship was established in honor of Dr. Perry E. Gresham, twelfth president of Bethany College, and his wife, Aleece.

EXTERNAL TRUST SCHOLARSHIPS

Through trust funds established in major banking houses, the following scholarship awards are available:

Nelson Evans Cook Scholarship — created to memorialize an outstanding metallurgist by providing financial assistance for chemistry students.

Catherine Graves Scholarship — given to a Bethany student from Wheeling, W. Va., in accordance with an educational trust fund established in the Pittsburgh National Bank.

Hayes Picklesimer Scholarship — established by the West Virginia Emulation Endowment Trust to provide scholarship help for residents of West Virginia.

William A. Stanley Scholarship — established by an outstanding West Virginia churchman who had lengthy careers in both education and business.

Peter T. Whitaker Scholarship — created by a young graduate who found at Bethany the kind of education he sought.

SUSTAINED AWARDS

A limited number of financial grants are available from the following annually sustained programs:

H. L. Berkman Foundation Scholarship — provides an award for one or more students residing in the Upper Ohio Valley.

A. Dale Fiers Ministerial Athletic Scholarship — awarded to recognize and encourage the scholastic and athletic skill of an outstanding upperclassman preparing for the Christian ministry.

Eastman Kodak Company Scholarship — awarded to outstanding students in the field of biology.

Scripps Howard Foundation Scholarship — provides assistance to journalism majors.

LOAN FUNDS

The following loan funds have been established to assist students under the general supervision of the Scholarship and Financial Aid Committee:

William G. and Carrie E. Bunyan Student Aid Fund — established by a bequest from the estate of the late Mrs. Bunyan of Brockway, Pennsylvania.

Carman Loan Fund — established in honor of Martha Cox Carman of the Class of 1916 and Forrest A. Carman of the Class of 1914 by their son, Donald C. Carman.

Charles N. and Edna Scott Jarrett Memorial Ministerial Loan Fund — established by their sons, friends and relatives to provide assistance for preministerial students.

Meril and Marguertie May Student Loan Fund — established by Mr. and Mrs. Meril May of Garrettsville, Ohio.

J. West Mitchell Medical Loan Fund — provided to assist pre-medical undergraduates and Bethany graduates enrolled in accredited medical schools.

Phillips Loan Fund — established in 1890 by Thomas W. Phillips, Sr., of New Castle, Pennsylvania.

Renner-Steindorf Student Loan Fund — established by Dr. R. R. Renner and his wife, Jennie Steindorf Renner, of Cleveland, Ohio.

Ethel E. Sivon Student Loan Fund — established by family, friends, and members of the First Christian Church of Ravenna, Ohio.

BETHANY



ACADEMIC PROGRAM



THE BETHANY PLAN

Students differ in ability, motivation, tastes, aspirations, and modes of learning. No one program will serve the diverse needs of all Bethany students. However, some structure is necessary to give guidance to students by providing various teaching and learning methods.

The Bethany Plan attempts to integrate a four-year liberal arts education which allows students freedom in designing individual programs yet provides enough structure to insure depth, breadth, and integration of knowledge.

The Bethany Plan provides many learning opportunities both on and off campus. The Plan involves a classroom-based program in which students attend interdisciplinary lecture courses, participate in small seminar groups, initiate and present independent studies, perform laboratory research, write papers, and utilize library materials.

The Bethany Plan also includes an experience-based program, a group of four practicums which encourages students to become involved in the world of work, to exercise responsible citizenship, to develop physical and recreational skills, and to experience living in a culture different from their own. These learning opportunities are not random experiences. They are carefully planned by the student and his or her advisor. Students must continually justify their decisions and examine their academic and field experiences in relationship to their vocational and personal goals.

ACADEMIC CALENDAR

The Bethany calendar consists of two 15-week semesters and a four-week voluntary interim session in January: The Fall semester — September to before Christmas; the spring semester — February to the end of May; and the January Term — a voluntary session which students may elect to use for intensive study on campus or for off-campus work.

Some courses are offered over the full 15 weeks; others, for the first or second-half of the semester. This division provides additional flexibility for students to do off-campus study and internships.



ACADEMIC ADVISOR

The student/advisor relationship is the cornerstone of a Bethany education. The student and his or her advisor work together to develop appropriate classroom and experience-based programs. If not during private meetings, freshmen see their advisor two times a week during the first semester to discuss work in the freshman seminar.

Usually during the sophomore year, students select a major field of concentration, thus transferring to an advisor associated with their major area of interest.

ACADEMIC REVIEW COMMITTEE

The faculty members who sit on the Academic Review Committee evaluate student requests for exceptions to regular academic policies and regulations. Student requests are submitted in writing and should include the advisor's recommendation.



REQUIREMENTS FOR GRADUATION

The Bachelor of Arts degree is conferred upon the student who satisfactorily completes the following requirements:

- 1) 128 semester hours with a minimum cumulative gradepoint average of 2.0
- 2) a freshman seminar
- 3) a freshman interdisciplinary lecture course
- 4) the distribution requirement
- 5) a field of concentration
- 6) demonstrated proficiency in expository writing
- 7) a senior project
- 8) the comprehensive examination in the major field
- 9) the practicum requirement
- 10) the residence requirement
- 11) attendance at the commencement exercise

The degree of Bachelor of Science may be conferred upon a student who completes the Bachelor of Arts requirements and who chooses to major in any one of the following departments: biology, chemistry, mathematics, physics, or psychology (B.S. plan).



FRESHMAN STUDIES PROGRAM

Freshman Seminar: All entering freshmen enroll in a freshman seminar during the fall semester of the freshman year. The professor directing the seminar also serves as the student's advisor.

Freshman Interdisciplinary Course: Freshmen elect a freshman interdisciplinary course in the spring semester of the freshman year.

For descriptions of the courses offered in this program see page 61.

PRACTICUM PROGRAM

The practicum program is a progressive effort to make a student's academic studies more relevant to the everyday world. The practicums are practical experiences encompassing values Bethany believes to be essential to a complete education.

Students complete four practicums in a non-classroom setting in which they actualize the goals of the College. These four practicums are (1) an example of responsible citizenship, (2) an awareness and involvement in health, physical education and recreation, (3) an intercultural living experience, and (4) a vocationally oriented placement. The successful completion of the four practicums is required for graduation.

Each practicum experience should be a self-examination of values related to that practicum; a demonstration that liberal studies are relevant to personal development and to the fulfillment of obligations as a citizen.

With the assistance of the student's advisor and the director of practicums, the student develops practicum proposals. These proposals must have the approval of a faculty member and meet the guidelines established for each practicum. After

each practicum, the student completes an evaluation of the experience.

The development of meaningful practicum experiences is an important part of the academic program, and the College is committed to providing competent counseling and assistance to the students.

Seniors must fulfill all proposals by February 10 and all evaluations by April 15 of the graduation year.

Further information concerning the practicum program may be obtained by contacting the director of practicums.

DISTRIBUTION REQUIREMENT

To insure breadth of knowledge among its graduates, Bethany requires a demonstration of competence in a variety of disciplines.

Every student must elect at least 12 hours from each of the three following divisions:

Social Sciences

Communications 101, 402; Economics; Education 201, 202, 401; History; Political Science; Social Science; and Sociology.

Physical and Life Sciences

Biology; Chemistry; General Science 101, 102, 201, 202, 209, 210; Geology; Mathematics; Physics; and Psychology.

Humanities

Art; Communications 203; Fine Arts; Foreign Languages; Literature; Music; Philosophy; Religious Studies; and Theatre. Not more than four hours may be earned in applied fine arts courses.

All courses taken to satisfy distribution and field of concentration requirements must be taken on a graded basis.

Any student may be exempted from the distribution requirement in any one of the three divisions through successful completion of the Undergraduate Record Examination by the end of the sophomore year with a score equal to or surpassing the national norm.

All students are required to pass Religious Studies 100. Generally, this course is taken in the freshman or sophomore year. This course may be used to fulfill part of the distribution requirement in humanities.

FIELD OF CONCENTRATION

The field of concentration may be either departmental or faculty-student initiated. The following guidelines specifically exclude any language requirements necessary for professional certification or for admission to a graduate program.

A departmental field consists of a minimum of 24 credit hours (excluding the senior project) and a maximum of 48 hours within the department. No more than 24 hours from related disciplines may be required by a department.

The faculty-sponsored or student-initiated field, which may cut across departmental lines, may be developed. This interdisciplinary field of concentration requires the approval of the Committee on Interdisciplinary Study. Such fields consist of a minimum of 24 hours (excluding the senior project) and a maximum of 72 hours. No more than 48 hours in any one department will be counted toward graduation. Examples of faculty-sponsored programs approved by the Committee on Interdisciplinary Study include a Mathematics-Physics program for pre-engineering or a Sports-Communications program. The interdisciplinary studies program is described on pages 111-112.

WRITING PROFICIENCY REQUIREMENT

Every student must achieve and maintain a high level of proficiency in expository writing. Upon enrolling at Bethany all students take the Diagnostic Writing Test. This test enables the Department of English to identify the strengths and weaknesses in each student's writing and to suggest ways in which it may be improved. Thereafter, students must demonstrate *every year* that they have maintained or improved their proficiency. They may do this either by taking an annual Writing Qualification Test or by satisfactory completion of one of the writing courses offered by the Department of English.

Students who choose to satisfy the requirement by taking tests must take them in sequence, *every year*. The first test is taken by Freshmen in December. The second and third tests are taken by Sophomores and Juniors in April.

Students who choose to meet the requirement by enrolling in writing courses may do so by taking each year at least one of the following: English 100, 125, 120, 150, 200, 210, 213, or 310. No more than one course per academic year will apply to the requirement.

The Department of English will certify to the Registrar that a student has satisfied the writing proficiency requirement for graduation when proficiency has been demonstrated in one of the following ways:

1. By achieving a high level of proficiency on both the first Writing Qualification Test, taken in December of the freshman year, and the second Writing Qualification Test, taken in April of the sophomore year; or by achieving a grade of C+ or better in a writing course taken instead of either or both of these tests. *A student whose proficiency is certified in this way is not required to take additional tests or courses.*

2. By taking the first Writing Qualification Test in December of the freshman year, the second test in April of the sophomore year, and achieving a high level of proficiency on the third test, taken in April of the junior year.

*Students who have not met the writing proficiency requirement before the beginning of their seventh semester must enroll in English 120, a non-credit, non-graded course in expository writing. Special Writing Qualification Tests are given as part of this course, and students must continue in the course until they have achieved a high level of proficiency on one of the special tests. Special Writing Qualification Tests are given to seniors *only* when enrolled in the course.*

Special arrangements are made for students who transfer from other colleges. Transfer students should consult the Department of English immediately upon enrolling at Bethany.

Additional information about the Writing Qualification Tests and courses may be found on page 92.

SENIOR PROJECT

Every student must produce a project which meets the standards of his or her field of concentration. The project is received and evaluated during the final semester of the senior year. Two to eight hours of credit are given after the final evaluation and approval of the project. Scheduling of the project is at the discretion of the department or the student's advisory committee.

The project is evaluated by at least one person in the field of concentration other than the student's advisor(s). The final evaluation is made in consultation with the student. The project is made available to the college community.

SENIOR COMPREHENSIVE EXAMINATION

Each student must pass the Senior Comprehensive Examination. All requirements in the field of concentration must be met and the student must have senior standing and a 2. cumulative average in the field of concentration before the examination may be taken.

The examination consists of two parts, written and oral. In some departments, sections of the Undergraduate Record Examination may also be considered part of or prerequisite to the Senior Comprehensive.

The examination is given twice yearly, in January and in May. The oral part of the examination is scheduled by the registrar as soon as practicable after the written, but in no case more than two weeks later.

Seniors who have completed all the requirements in their field of concentration may take the examination in January with the consent of their advisor(s).

Students failing the examination in January may take it again in May.

Students in departments which consider sections of the Undergraduate Record Examination as part of the Senior Comprehensive Examination take the URE immediately preceding their written and oral examinations.

Students who fail the examination may take it at any time it is regularly given within the following 12 months. If they fail a second time, they may petition the faculty for a re-examination during the following year. No student may take the examination more than three times.

POLICY ON WORK INTERNSHIPS

A student may spend a semester combining practical professional experience with formal off-campus study. A student wishing to do this must arrange a full-time job in his or her chosen area and arrange



independent study integrating this work experience with formal theoretical study.

A written proposal, signed by the department in which the student intends to earn academic credit, must be submitted to the Curriculum Committee of the College. This proposal must also be signed by the faculty member charged with supervising and evaluating the project. The proposal must include a description of the student's goals in undertaking the program, a description of the experience that includes a summary of his or her responsibilities and the name of his or her supervisor, a description of the formal independent study course work, an explanation of the way in which the program relates the work experience and the formal independent study course work, and a description of the methods to be used in supervising and evaluating the entire project.

Eight credit-hours will be awarded for satisfactory completion of the project. No additional academic work may be taken during the semester of the project.

RESIDENCE REQUIREMENT

Four years are usually required to satisfy the course and residence requirements for the baccalaureate degree. Students of superior ability may complete the requirements in less time. As a rule, the senior year or the last two semesters are to be spent in residence at the College. However, students who have had one full year of residence previous to their senior year, and who apply for and are approved by the Academic Review Committee for off-campus study programs during their senior year, are permitted to count that work toward graduation requirements.

Information and guidelines concerning specific off-campus programs are given in subsequent sections of the catalog.

INDEPENDENT STUDY

Each department offers independent study for those students who have demonstrated the ability to work individually in some area of special interest. The student selects an area of study, subject to the approval of the chairman of the department, after which he or she completes an Application for Independent Study in the Registrar's Office before the start of that semester.

JANUARY TERM

The January Term provides opportunities for students to supplement and extend the learning experiences available during the traditional academic year. In January, students may participate in experimental courses, study single topics intensively, travel and study in various parts of the world, undertake an independent study, or fulfill a practicum.

During January, course offerings at other colleges across the country, including many foreign and domestic travel programs, are open to Bethany students through an exchange program.

Participation in the January Term is entirely voluntary.

SUMMER TERMS

There are two five-week summer terms and an 11-week independent study period. Most summer school courses are taught as seminars, tutorials, or independent studies. For additional information, consult with the director of the summer school.

COOPERATIVE U.S. STUDY OFFERINGS

ACADEMIC COMMON MARKET

Bethany is a member of the Academic Common Market, an interstate agreement among southern states for sharing academic programs. This agreement allows Bethany students, who qualify for admission, to apply for enrollment in 80 graduate degree programs in other common market states on an in-state tuition basis. This program is sponsored by the Southern Regional Education Board. Further information concerning the Academic Common Market may be obtained by contacting the director of placement.

ENGINEERING PROGRAMS

Special arrangements have been made with Columbia University in New York City (The Combined Plan), Georgia Institute of Technology in Atlanta (Dual-Degree Program), and Washington University in St. Louis (Three-Two Plan) for students interested in becoming professional engineers or applied scientists.

Students participating in one of these programs spend three years in the liberal arts environment at Bethany College and then attend either Columbia, Georgia Tech, or Washington University for an additional two years. The programs permit the student to earn both a bachelor's degree from Bethany and a B.S. in engineering or applied science from the cooperating engineering school upon completion of the five-year sequence.

The broad educational experience gained at Bethany and the engineering school is aimed at producing engineers and applied scientists who are better prepared to meet the social, political, economic, and environmental problems of today's world.

Entering freshmen who are interested in this program should select the appropriate level calculus course and either Chemistry 101 or Physics 201, depending on their career interest. This will allow for maximum freedom in course selection and career choice in subsequent semesters. Interested students should consult with the engineering advisor at their earliest convenience.

WASHINGTON SEMESTER

Arrangements have been made for one or two advanced students in history, political science, economics, or sociology to pursue studies in these fields under the direction of the American University in Washington, D.C. A student participating in this plan takes six to nine hours in regular academic work and six to nine hours in the study of government supervised by Bethany College and American University. Participants in the program must be recommended by the program advisor and have the approval of the Dean of the Faculty.

The Department of Political Science and History administers a program in conjunction with the

West Virginia University Foundation in which an outstanding junior or senior is selected each year to spend one week in Charleston studying three branches of state government. Two hours of credit may be granted for this program.

SEMESTER AT MERRILL-PALMER INSTITUTE

Cooperative arrangements with Merrill-Palmer Institute in Detroit give students in appropriate programs the opportunity to spend a semester at Merrill-Palmer Institute which has exemplary facilities for study and first-hand experience in various aspects of urban social work and counseling. Students contemplating a semester at Merrill-Palmer should discuss their plans with their advisors and with the Registrar well ahead of time. No more than one semester of credit (16 semester hours) from Merrill-Palmer may be counted toward the Bethany degree, and the student must plan to be in residence at Bethany during the last semester of his or her Senior year.

OVERSEAS STUDY OFFERINGS

Under approved supervision and direction, qualified students may secure credit for formal work completed in foreign colleges and universities. To be eligible for study abroad, the student should normally be a junior and must have the approval of the International Education Committee.

MADRID STUDY PROGRAM

Under special arrangement with the University of Madrid, qualified Bethany students may enroll for a semester or full year at the university.

OXFORD SEMESTER

Under this program, approximately 20 students



spend the fall semester in Oxford, England, studying British literature, history, and culture with a Bethany professor. Participants are matriculated as full-time students at Bethany College, but live and study in Britain. Alternate years: Fall 1978-79.

PARIS SEMESTER

A group of approximately 15 students and one Bethany faculty member spends the fall semester in Paris, studying French civilization, literature, and language. This program is not designed for French majors and thus requires the equivalent of only one semester of college French for eligibility. Instruction is in English. Students take a French language course at their own level. Participants are matriculated as full-time students at Bethany College, but live and study in Paris. Alternate years: Fall 1979-80.

PARIS SORBONNE PROGRAM

Under special arrangement with the Sorbonne, qualified Bethany students may enroll for a semester or full year in its Cours de Langue et de Civilisation Francaise. Bethany's official representative in

Paris serves as counselor to Bethany students during their stay at the Sorbonne.

TÜBINGEN STUDY PROGRAM

Qualified students are given an opportunity to do intensive study in the German language and to work out an individualized program at the University of Tübingen, Germany. An adjunct member of the Bethany faculty serves as mentor.

SCANDINAVIAN SEMINAR

After an intensive study of the native language in a Scandinavian country, students enroll in a higher institution as fully matriculated students in that country.

OTHER OVERSEAS PROGRAMS

There are many additional overseas programs in which Bethany students have participated. These include:

- 1) Beaver College Semester at the City College of London (England)
- 2) Fairleigh-Dickinson University Semester at Wroxton College (England)
- 3) Brandeis University Semester at Hiat Institute (Israel)
- 4) Michigan State University AMLEC Foreign Language Centers throughout Europe
- 5) University of Glasgow, Scotland
- 6) Central College (Pella, Iowa) International Studies Program in Austria, England, Spain, Mexico, or France.
- 7) Wagner College Program in Bregenz, Austria
- 8) Schiller College in Heidelberg, Germany

The coordinator of international education programs provides interested students with information concerning programs which have been examined and approved.

CONTINUING EDUCATION PROGRAM

Believing that education is a life-long process, Bethany has instituted a non-degree, non-traditional program of continuing education within the framework of the liberal arts tradition of the College. The Leadership Center for Continuing Education serves as the physical setting for the vast majority of instructional activities in this program.

Continuing Education Units (CEUs) are awarded (one for every 10 contract hours) to participants in the program. The Registrar's Office maintains a continuing education transcript for each participant.

Most continuing education programs at Bethany comprise intensive, short-term, residential seminars, institutes, and workshops which are aimed at assisting people of all ages and backgrounds to deal with the complexities of modern living.

A large percentage of the offerings are developed by Bethany's faculty and staff while others are conducted by a broad spectrum of business, industrial, educational, professional, and church organizations which bring their students and educational formats to the Leadership Center.



EXTERNAL PROGRAMS

Bethany College operates a number of external programs to meet the continuing needs of the community and the region. By meeting these needs through its external programs, Bethany College is able to adjust to change and monitor the educational pulse of the area.

Leadership Center

Leadership Center, Bethany's award winning, highly rated conference center, is first choice of the top Fortune 500 companies for conference and management seminars. Current course offerings in the Center's Executive Development Program include "Management," based on United States Steel's highly successful series, "Engineering Project Management," "Processes in Decision Making," and "Management Principles." Plans call for continued expansion of the Executive Development series to meet the training needs of area business and industry.

Leadership Center is the only solar-powered satellite training site in the world.

Appalachian Education Satellite Program

By using space-age satellite, Bethany College is channeling innovative programming in the areas of education, business, health, human resources and government through its satellite receiving site at the College's Leadership Center. Ancillary sites are at WQED-TV in Pittsburgh and Wheeling Antenna Cable Co.

Both credit and non-credit courses and workshops are offered by the Appalachian Education Satellite Program (AESP) by way of a satellite uplink from the University of Kentucky. Bethany College is the only private college associated with the

AESP and is one of 45 sites in Appalachian capable of receiving signals from the ATS-6 Satellite.

Facilities for the Ohio Valley's AESP main site are located at Bethany College's Leadership Center where the necessary receiving and transmitting equipment is maintained.

Summer Programming

Each summer, thousands are involved in band, tennis and church camps conducted on the Bethany College campus. More than 2,500 were on campus last summer for programs which included as many as 500 to 600 participants and as few as six. Church groups from throughout the nation spend a few days or more than a week in Conference. Schools from Ohio, Pennsylvania and West Virginia send their bands to campus for week-long practice and training. Tennis, for both juniors and adults, attract hundreds. Retreats and performing arts workshops are among the activities included in summer programming, and soccer camps and boys' and girls' sports camps round out the summer program schedule.



POLICY ON CROSS-LISTED COURSES

When a course which is part of a department's *requirements* for its field of concentration is cross-listed, a student concentrating in that field may register for the course in any department in which it is cross-listed, but it will count as part of the maximum credit which may be earned by the student within the department of his or her field of concentration.

COURSE LOAD

A normal semester load is 16 hours. However, a student may elect activities courses (music, chorus, band, physical education) up to two hours with no additional fee charge. For example, a student could elect a one-hour activity course, two one-hour activity courses, or a two-hour activity course. Thus, the maximum academic course load is 16 hours plus two hours of activities courses. Permission to take additional courses must be obtained from the Dean of the Faculty. Fees will be charged for any such approved courses. Applications for excess hours are available in the Registrar's Office. A full-time student is defined as any student carrying at least 12 hours per semester.

GRADING SYSTEM

Letter grades given and their equivalents in quality points are:

A	4.00	C	2.00
A-	3.75	C-	1.75
B+	3.25	D+	1.25
B	3.00	D	1.00
B-	2.75	D-	.75
C+	2.25	F	.00

Students are required to take at least 100 hours of letter-graded work.



Grades mean: A, *Excellent*; B, *Good*; C, *Satisfactory*; D, *Inferior*; F, *Failure*.

Other report abbreviations and their meanings are:

Cr. *Credit*. No quality points.

NCr. *No-Credit*. No quality points or academic penalty.

F. *Failure*. No quality points; denotes work that is unsatisfactory.

Inc. *Incomplete*. Incomplete work is a result of sickness or some other justifiable reason. An incomplete must be removed by the end of the fourth week of the following semester, unless an extension of time is granted by the Dean of the Faculty. It is not possible for a student to remove an incomplete after 12 months.

W. *Withdrawn*. No penalty.

WF. *Withdrawn failing*. No quality points; indicates a course dropped with the permission after the fifth week of the semester, with the student failing at the time of withdrawal. A grade of WF has the same effect on the student's grade-point average as an F.

Any student who carries 12 hours of letter-graded academic work may elect to take additional work on a Credit-No Credit basis in courses which are not used for the field of concentration or the distribution requirement.

A report of the scholastic standing of students is received at the Registrar's Office at mid-semester in addition to the final semester reports. These reports are sent to the faculty advisor and the parents or guardians of each student.

CHANGE OF SCHEDULE

During the first five class days of each semester, a student, with the approval of his advisor, may drop or add any course. No classes may be added after this time. With proper approval, a student may drop a course anytime before the final.

CLASSIFICATION OF STUDENTS

For sophomore rank a student must have at least 25 hours of academic credit. Admission to full junior standing is conditioned upon the student having at least 60 hours of academic credit. For senior class rank the student must have at least 94 hours of academic credit.

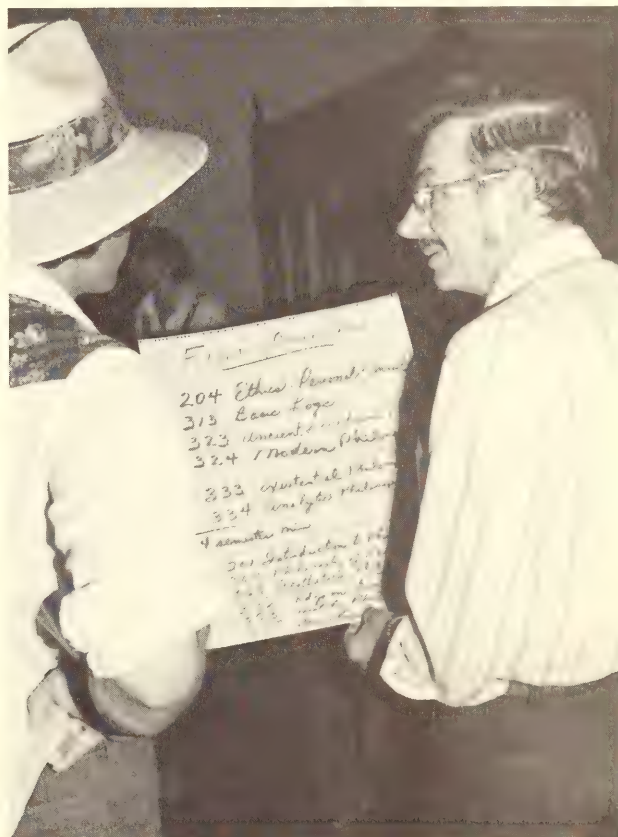
Students are not considered candidates for the baccalaureate degree until they have been granted senior classification, have filed an application to take the Senior Comprehensive Examination in their field of concentration, and have filed an application for a degree.

CLASS ABSENCE POLICY

Students are expected to attend all class and appropriate laboratory meetings of a course and to participate in all outside activities that are a part of the course.

It is the responsibility of individual instructors to record attendance and to evaluate its importance in determination of course grades. Accordingly, instructors prepare at the beginning of each semester a written statement explaining their attendance policy and their consideration of unexcused absences, make-up for excused absences, and related matters, which are in force for the whole semester. The instructor files this statement in the library and with the Dean of the Faculty. At the first class meeting, it is to be distributed to the class.

The Dean of Students grants excused absences in the event of serious personal or family emergencies or authorized College events. The Dean of Students files these excused absences with the Registrar who issues reports to the faculty. Names of students who are seriously jeopardizing their academic progress by class absence are given to the Dean of Students, who initiates counseling with the student. Instructors may drop students with a WF (withdrawn failing) if absences are continued after consultation.



WITHDRAWAL

An honorable dismissal is granted to students in good standing who may desire to withdraw from the College if they have satisfied their advisor and a responsible officer of the College that there is a good reason to justify such action. Students asking to withdraw should present a written request to the Dean of Students along with a statement of approval from parent or guardian. The recommendation of the Dean of Students is next presented to the Business Manager and then to the Registrar for final record. No withdrawal is considered complete until this procedure has been carried out.

PROBATION

The term "on probation" is applied to students who are allowed to continue at Bethany after having failed to meet the standards expected by the faculty and administration. Students may be placed on probation for any of the following causes:

- 1) Unsatisfactory scholastic record. The following academic basis will be used to determine probation each semester: Freshmen must achieve at least 1.7, Sophomores 1.8, and Juniors and Seniors 2.0.
- 2) Unsatisfactory class attendance during the semester or preceding semester.
- 3) Unsatisfactory conduct at any time.

Probation is intended to be a warning to students (and to their parents or guardians) that their record is unsatisfactory and that unless significant improvement is made they will be asked to withdraw from the College. At the end of a semester on probation the student's total record is reviewed. Continued enrollment depends upon the trend of academic performance. The Academic Review Committee may dismiss any student if the student is not

likely to meet the requirements for graduation in the usual period of four years. An extension of the four-year period is granted only when there are extenuating circumstances.

While on probation, a student is not eligible to receive any grants from College scholarship or loan funds.



SPECIAL EXAMINATIONS

A student justifiably absent from a final examination or a test given in connection with regular class work is permitted to take a special test without payment of fees with the consent of the instructor and approval of the Dean of the Faculty. For any other examination a fee must be paid at the Business Office before the examination is taken, and the proper receipt must be presented to the instructor at the time of the examination.

TRANSCRIPT OR RECORDS

Students wishing transcripts of records in order to transfer to other schools or for other purposes should make application to the Registrar's Office at least one week before the transcript is needed. Transcripts are issued only at the request of the student, and official transcripts are sent directly to the college or university specified by the student. One transcript is furnished to each student without charge; for each additional transcript a fee of \$1.00 is charged. When three or more transcripts are ordered at the same time, the first transcript is \$1.00, whereas the others cost \$.50 each. Fees must accompany the request. All financial obligations to the College must be paid before a transcript is issued.

CHANGES IN REGULATIONS

Bethany reserves the right to amend the regulations covering the granting of degrees, the courses of study, and the conduct of students. Membership in Bethany College and the receiving of its degrees are privileges, not rights. The College reserves the right (and the student concedes to the College the right) to require the withdrawal of any student at any time.

INVALIDATION OF CREDITS

Courses completed at Bethany or elsewhere, more than 10 calendar years before the date of proposed graduation, are not accepted for credit toward graduation. All candidates are expected to comply with degree requirements in effect at the time of acceptance of the degree application. With the approval of the Academic Review Committee and the payment of the required fee, the candidate may take examinations, as administered by the various departments, for courses included in the current curriculum, to reinstate academic credit that may have been declared invalid because of date.



BETHANY



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COURSE DESCRIPTIONS



Freshman Studies

Hiram J. Lester, *Director*

Interdisciplinary Lecture 100

4 hours

These large lecture courses (75-125 students each) focus on interdisciplinary topics. They encourage the use of methods and insights from various disciplines (e.g. history, economics, science, literature). Emphasis is placed on helping students synthesize and integrate their understanding of the topics studied. Every entering student is required to elect one interdisciplinary lecture course during the second semester of the first year at Bethany. Many upperclass students choose to take second or third interdisciplinary lecture courses as electives.

Sec. 1 Nazism, Hitler and the Crises of Life

This course includes a survey of the major tenets of Adolph Hitler and an analysis of the historical, philosophical, and political roots of German National Socialism. Lectures and movies demonstrate how Nazism affected various phases of German culture and life (art, sports, education, home, church, etc.). The student is assisted in relating the specific issues raised by Nazism to more general human questions concerning the meaning of suffering, ethical decision-making, personal commitment and integrity, and the uses of power. (*Richard B. Kenney, Professor of Religious Studies*)

Sec. 2. Roots and Branches: A Study of American Slavery and Its Consequences

Students will read books as diverse as *Roots* and *Time on the Cross* as they explore political, racial, and economic aspects of American slavery and its consequences. In addition, they will explore story-telling, music, religion, and family life among American slaves and their descendants. Special emphasis will be placed on defining and understanding the "Afro-American" culture which evolved under the conditions of slavery and racial discrimination. Films such as *Sounder* and *The Autobiography of Miss Jane Pitman* will be viewed to supplement the reading. (*Larry E. Grimes, Associate Professor of English*)

Sec. 3 The Middle East in the World Power Structure

This course covers the general background of the East Mediterranean World with a special focus on the history, culture, economics, and political forces which led to the present situation in the area. For the first time since Alexander the Great the pendulum of power has swung eastward, and the students will analyze the implications of this change. (*Burton B. Thurston, Professor of Middle Eastern Studies*)

Freshman Seminar 111

4 hours

In Freshman seminars a small group of freshmen and their faculty advisor work together to develop the interpersonal skills necessary for group solutions to problems as they explore an area of mutual interest. Each seminar focuses on a specific topic, providing students with the opportunity to broaden and deepen their knowledge of the subject. It affords the student an opportunity to develop the ability to present ideas with clarity, both in writing and in speech, through discussions and oral and written projects. Seminars also seek to develop career-choice skills.

Sec. A Medical Practice in Ancient and Modern Times

This seminar considers the history of medical practice from the time of the medicine man through folk medicine and surgery. Time is devoted to the biographical study of certain physicians as well as to current problems of health care for all citizens. (*J. Daniel Draper, Professor of Chemistry*)

Sec. B The Middle East Today

This seminar uses short-wave radios, American and foreign newspapers and journals, propaganda pieces, and other means of gathering information to analyze current political, economic and cultural developments in the East Mediterranean region. The instructor was a professor at American University in Beirut, Lebanon, for 12 years. (*Burton B. Thurston, Professor of Middle Eastern Studies*)

Sec. C We Are Women

A group of students will explore what it means to be a woman, study the history and the issues of the Women's Movement, examine sex-stereotyping and sexrole expectations in family, school and society, strengthen their own identity through study and sharing, and search for better understanding of the identity of others, both women and men. (*Leonora B. Cayard, Associate Professor of Foreign Language.*)

Sec. D Understanding Parents: Their Lives and Times

This seminar will seek a better understanding of the social and historical forces and life experiences that have molded the beliefs, attitudes, values, and lifestyles of men and women in the 40 to 60 age range — the age range in which we find the parents of most college students. It will examine the history and popular culture of the years between the 1930's and the present, looking at the world picture presented in pop music, movies, magazines, newspapers, and literature. We will also examine the literature that deals with the life-stages through which men and women in our culture normally progress as they pass from childhood to middle age. As a final project in the course, each student will be expected to do an indepth biography of his or her own parents. (*J. Trevor Peirce, Professor of Psychology*)

Sec. E Sensitivity to the Natural World

This seminar is an introduction to the natural world based upon the observation of plants and animals in their natural settings. Most sessions will be held outdoors at Bethany and at several nearby, important natural sites. (*Albert R. Buckelew, Jr., Associate Professor of Biology*)

Sec. F Challenge Yourself

This seminar gives all persons an opportunity to challenge themselves in a variety of outdoor and intellectual activities, including (among others) camping, orienteering, creative writing, and values clarification. The seminar emphasizes self-discovery and group processes. (*John H. Hull, Assistant Professor of Psychology*)



Sec. G Sports: Win, Lose, Participate, Or . . . ?

This seminar explores the role of sports in society. In it students will examine the social, economic, and psychological effects on participants and consumers of sports. Topics include sports and racism, violence in sports, and sex role stereotyping in sports. (*David Hutter, Associate Professor of Physical Education and Athletic Director*)

Sec. H Bethany Years

This seminar examines the history of Bethany College. Students seek to learn why and how the College was founded, who have been her chief leaders, what crises Bethany has survived, what curricula have been followed, and how student life has evolved through the years. Students use college archives in their research and develop appropriate projects of their choice. (*Richard B. Kenney, Professor of Religious Studies*)

Sec. I The Television Generation

This seminar helps students understand how television has influenced their lives (e.g., sex roles, advertising's use of motivational research, TV as a narcotic, TV as a means of simulating interaction). Students will be introduced to basic TV production techniques by using Bethany's own facilities and touring local facilities and studios. Students are required to write, perform and produce an original TV show. This project will be the culmination of the seminar and will reflect the total course experience. (*David Spizale, Instructor in Communication*)

Sec. J Education of the Self

This seminar explores three areas considered crucial to personal adjustment and growth: the self-concept, relationships and communication, and a meaningful philosophy of life. Through readings and group discussions, students should leave the seminar with a greater understanding and acceptance of self and others. (*T. Gale Thompson, Assistant Professor of Psychology*)

Sec. K Big Band Jazz

This seminar introduces the student to the world of big jazz bands and examines the influence of band on those who hear it. An attempt is made to analyze jazz as a distinct musical idiom and to trace its origins and features that distinguish it from other varieties of music. Field trips to jazz concerts in the tri-state area will be scheduled. (*Albert R. DeVaul, Assistant Professor of Music*)

Sec. L Cons, Frauds, Hypes and the Nature of Man

This seminar examines many types of frauds found in contemporary society and explores the human motivations that lead people to accept frauds, especially considering the nature of man which prefers dreams to reality. (*John U. Davis, Associate Professor of Education*)

Sec. M Cowboys, Gangsters, and Private Eyes

A multi-media study of the evolution of a popular hero type, with particular emphasis on individualism, family life, violence, and male/female roles. Students will examine literature, television, pulps, radio, and film in their effort to trace the evolution of this hero type and to determine the values it reflects. (*Larry E. Grimes, Associate Professor of English*)

Sec. N Drama Through Performance

This seminar will examine a series of classical and modern plays as both pieces of dramatic literature and works written to be performed. By combining lectures, discussion, written analyses and informal laboratory performance of plays, the student will become a more sensitive reader and critic of dramatic literature. (*Mark P. Stevenson, Instructor of Communications and Theatre*)

Sec. O A Place to Be, A Way to Live

This seminar explores various ways in which people interact and find purpose in their lives. Diverse community groupings — primitive tribes, social organizations (fraternities and sororities), political jurisdictions, therapy groups, occupational groups, athletic teams, families, etc. — provide the experiences for the study. The seminar itself may become the chief laboratory group. (*William B. Allen, College Chaplain*)

Sec. P Nutrition and Exercise — A Healthy Body

The group will study the nutrient requirements of humans, the mode of action of those nutrients, the sources of those nutrients, the types and uses of food additives and the physiology of healthy muscular and circulatory systems. Four projects will be conducted: 1) experimental determination in mice, of the effect of nutrient deficiencies on weight, appearance and behavior; 2) a cost, time and quality analysis of store-bought vs. home-made foods; 3) an exercise plan and diary for each member of the group; and 4) a debate (possible topics include organic vs. chemical fertilizers, food additives vs. agribusiness vs. small farms). Field trips may include a field trip to eastern West Virginia to collect wild foods and visits to a local farm and county fair. (*Janet Lanza, Assistant Professor of Biology*)



Art

Walter Kornowski, *Chairman*

Wesley J. Wagner

Robert Nicoll

AIMS

To provide a balanced background for students who wish to pursue advanced study and/or a career in art or graphic design; to prepare students for teaching or supervising art on either the elementary or secondary level; to combine art with other academic studies as a broad basis for liberal education on the college level; and to provide an atmosphere in which the student is encouraged to acquire standards for the evaluation, practice and appreciation, and application of the plastic arts.

REQUIREMENTS FOR FIELD OF CONCENTRATION

The minimum requirement for a major in art is 40 semester hours, including Art 200, four hours of drawing, two hours of painting, Art 201, Junior Seminar, and Senior Project. At least 10 credit hours must be in art history courses. Departmental meetings, approximately two per year, are required of all majors, and each student must participate in at least one departmental-sponsored museum tour of Washington, D.C., prior to the senior year. Prerequisites must be observed unless the student can show evidence of equivalent training or experience.

The Art Department reserves the right to retain permanently one work from each student in each class. Other works may be held temporarily for use in specific exhibitions and will be available to owners no later than one year after the lending date.

Only students who have completed the following courses or their equivalents will be recommended for state certification to teach Art: Art 200, 201, 205, 206, 210, 300, 301, 320, 325, 478, 480, 490, 10 hours of Art History and eight hours in studio emphasis. See Education Department listings for required professional education courses.

Art 200 Introduction to Two-Dimensional Design 4 hours

Basic course work in the theories and practice of two-dimensional design; study of the elements and materials in relation to design potentials with practical applications. *Prerequisite for all art majors.*

Art 201 Introduction to Three-Dimensional Design 2 hours

Basic course work in theories and practice of three-dimensional design; study of the elements and materials in relation to design potentials with practical application. *Spring semester only.*

Art 205 Drawing 1 2 hours

Concentrated activity in drawing using a variety of drawing media. Primary emphasis is placed on still life and landscape. *Fall semester only.*

Art 206 Drawing 2 2 hours

Concentrated activity in drawing using a variety of drawing media. Primary emphasis is placed on figure drawing and portraiture. *Spring semester only.*

Art 210 Ceramics 1 2 hours

Studio experience in forming, firing, and glazing pottery, including ceramic sculpture. Individual projects according to student's ability.

Art 250-J Jewelry 4 hours

A studio course designed to develop a basic awareness of the principles and elements of contemporary jewelry design, through practical application. *January term only.*

Art 300 Painting 1 2 hours

Creative exploration of the techniques of watercolor and acrylics, using still life, landscape, portraiture, and imaginative subject matter in a variety of styles. *Fall semester only.*

Art 301 Painting 2 2 hours

Creative exploration of the techniques of oil paints and compatible media, using still life, landscape, portraiture, and imaginative subject matter in a variety of styles. *Spring semester only.*

Art 305 Drawing 3 2 hours

Advanced problems in drawing with a concentration in a specific area, including still life, landscape, and imaginary drawing. Emphasis on composition. *Prerequisite: Art 205. Fall semester only.*

Art 306 Drawing 4 2 hours

Advanced problems in drawing with a concentration in a specific area, including figure drawing and portraiture. *Prerequisite: Art 206. Spring semester only.*

Art 310 Ceramics 2 2 hours

Advanced problems in media and subject matter selected by the student with the advice of the instructor. *Prerequisite: Art 210.*

Art 320 Sculpture 1 2 hours

Creative expression in three-dimensional forms. Students work with materials that are readily available and easily handled, such as wood, wire, plaster, and clay. *Prerequisite: Art 210 or permission of the instructor. Fall semester only.*

Art 325 Printmaking 1 4 hours

Introduction to printmaking processes emphasizing creative expression through such techniques as relief, intaglio, planographic, serigraphy. *Prerequisite: Art 205 or permission of the instructor. Spring semester only.*

Art 340 Art Activities in the Elementary School 4 hours

Study of the theories and goals of art education in the elementary school with emphasis on the child's growth and development through art. Exploration of art techniques is included.

Art 400 Painting 3 2 hours

Advanced exploration of the aqueous media with an individual choice of subject matter and style. *Prerequisite: Art 300. Fall semester only.*

Art 401 Painting 4 2 hours

Advanced exploration in oils and compatible media with an individual choice of subject matter and style. *Prerequisite: Art 301. Spring semester only.*

Art 420 Sculpture 2 2 hours

Advanced problems in media and subject matter selected by the student with the advice of the instructor. *Prerequisite: Art 320. Fall semester only.*

Art 425 Printmaking 2 4 hours

Advanced problems in media and subject matter selected by the student with the advice of the instructor. *Prerequisite: Art 325. Spring semester only.*

Art 478 Junior Seminar 2 hours

Required of all students concentrating in the field. A survey of art for review and interpretation of the particular problems of this field. *Fall semester only.*

**Art 480 Methods and Materials
in Art** 4 hours

Problems in the teaching and administration of art programs. (May be taken for credit as Education 480). *Spring semester only.*

Art 487-488 Independent Study 2 or 4 hours each**Art 490 Senior Project** 2-8 hours

Begins during the second semester of the junior year.

Graphic Design

The following courses provide students interested in communications, graphics, and advertising with background pertinent to the field. An interdepartmental program can be developed between the Art Department and the Communications Department. See the respective department chairmen for requirements.

Art 303 Lettering and Layout 4 hours

Introduction to calligraphy, typography, letter forms, and layout, with emphasis on design, legibility, and creative practice. *Fall semester only.*

Art 304 Design Applications 4 hours

Emphasis on problem solving experiences as related to visual communications. The mechanics and psychology of two-dimensional and three-dimensional design are explored as a foundation for graphic design. *Spring semester only.*

Art 404 Television Graphics 4 hours

Emphasis on the design of visual symbols for television. Combines principles of graphic art with the particular requirements of television production. *Art 303 and 304 recommended but not required. Fall semester only.*

Art 405 Illustration 4 hours

Advanced problems in advertising, book, and magazine illustration, with emphasis on procedures necessary to pictorial expression of ideas. *Art 200 and 205 recommended but not required.*

**Art 406 Graphic Communications
Design Studio** 4 hours

Emphasis on professional procedures, structure, communication functions, and processes as applied to areas of graphic design in practical applications. *Prerequisites: Art 303, 304, 405, or permission of the instructor.*

Art History

The following courses are surveys, intended to introduce students to a variety of artistic achievements, and the work of selected artists, their methods, media, and contributions, in the context of their time. The continuity of artistic development is stressed.

Art 351 The Ancient World 2 hours

Beginning with an introduction to paleolithic art, this course concentrates on the art of the Ancient Near East, Egypt, Classic Greece, and Rome. *Alternate years: Fall 1978-79, first half of the semester.*

Art 352 Medieval Art 2 hours

Continued survey, beginning with Early Christian and Byzantine Arts and finishing with Gothic Art. *Alternate years: Fall 1978-79, second half of the semester.*

Art 353 Renaissance through Baroque Art 2 hours

Concentrates on Renaissance and Baroque Art in Europe. Its roots and developments in painting, sculpture and architecture will be examined. *Alternate years: Spring 1978-79, first half of the semester.*

Art 354 Western Art from 1800 to the Present 2 hours

Covers such important schools and movements as Romanticism, the English landscape school, Impressionism, Cubism, Art Nouveau, and Surrealism. Painting, sculpture, and architecture are treated. *Alternate years: Spring 1978-79, second half of the semester.*

Art 355 Asian Art History 2 hours

Introduction to the arts of China, Japan, and India with some reference to Islamic art. *Alternate years: Fall 1979-80, first half of the semester.*

Art 356 U.S. Art 2 hours

Survey of the development of the arts in the U.S. from Colonial times to the present with emphasis upon the evolution of style in architecture, sculpture, and painting. *Alternate years: Fall 1979-80, second half of the semester.*

Art 358 Art History Seminar 4 hours

Deals with specific aspects of the history of art for individual investigation. Also includes methods of research. Topics for study are chosen by the students with the approval of the instructor. Involves specialized and selected readings in the field and individual and group discussions. *Prerequisite: four or more semester hours of art history. Alternate years: Spring 1979-80.*

Astronomy

(See General Science 201 Astronomy)





Biology

Gary E. Larson, *Chairman*

Albert R. Buckelew

Larry Lee Houts

Janet Lanza

AIMS

To acquaint students with the living world around them and with basic life processes; to demonstrate the scientific method as an approach to problem solving; to cultivate an appreciation of research; to develop laboratory skill in various types of work in biology; to train students as teachers of biology and for certain professional work related to this field, and to help students find and appreciate their role in the natural environment.

REQUIREMENTS FOR FIELD OF CONCENTRATION

A minimum of 32 semester hours in the department including the Senior Project. A minimum of 16 semester hours in chemistry, including two semesters of organic chemistry. Eight hours of physics are also required. German or French is recommended for those students going on to graduate school. A semester of calculus is also strongly recommended.

Students who plan to become professional biologists should consider the following courses: Biology 100, 101, 102, 104, 201, 228, 303, 326, 338, 343, 365, 367, 425, 442, and 490.

Students preparing for work in medicine, dentistry, or as laboratory technicians should consider the following courses: Biology 100, 101, 105, 201, 303, 343, 367, 442, and 490.

Only students who have completed the following courses or their equivalents will be recommended for state certification to teach biology in the secondary schools: select one of the following: Bio. 201, 365, 442; select eight hours from Bio. 100, 101, 102, 104, 228, 338; required are Bio. 303, 326, 467, 480, Chem. 101, 102, and eight hours of physics. See Education Department listings for required professional education courses. A second teaching field is required.

Students considering a concentration in biology should consult with the chairman of the department during the first semester of their freshman year.

Bio. 110-110 Topics in General Biology

Biology majors may elect up to eight hours of these topics to be considered toward the required number of hours for the field of concentration.

Bio. 100 Organ Systems of Vertebrates 2 hours

Examination of the fundamental structures of mammals — including man — and their functions. Systems: skeletal, integument, digestive, circulatory, urogenital, and nervous.

Bio. 101 Animal Diversity 2 hours

Examination of the animal kingdom with emphasis on the adaptation of the organism. Various systems are studied as to possible methods of evolving through adaptation.

Bio. 102 Horticultural Science 2 hours

Examination of the scientific concepts on which horticulture is based. Emphasis is placed on the study of the plant, the basis of all horticultural activities.

Bio. 103 Conservation of Natural Resources 2 hours

Study of the rational use of natural resources. Emphasis is placed on the study of current legislation on local, state, and federal levels.

Bio. 104 Survey of the Plant Kingdom 2 hours

Major areas of study include the algae, fungi, and bryophytes. Special emphasis is placed on the evolution of the plant kingdom.

Bio. 105 First Aid as Related to the Principles of Biology 2 hours

Major emphasis is placed on the biological principles utilized in the standard first aid and personal safety course of the American Red Cross. Red Cross certificates may be earned by those passing the examination. Opportunity for instructors' certificates will be presented as an option at the end of the course. Does not fulfill distribution requirements in the physical and life sciences. (May be taken for credit as Physical Education 226.)

Bio. 167 Introduction to Mammalian Anatomy and Physiology 4 hours

Mammalian anatomy as exemplified in the cat. Discussion and study of the functioning of the tissues and organ systems of the human body. Lab study of the anatomy of the cat, and human physiology. Not open to biology majors. *Prerequisites:* Bio. 100, 101.

Bio. 201 Comparative Vertebrate Anatomy 4 hours

Comparative anatomy of the representative forms of vertebrates; lab study of the comparative anatomy of the shark, other lower vertebrates, and the cat.

Bio. 205 Emergency Medical Training 4 hours

The medical, communication, transportation records, and report instructions required for certification by the West Virginia Department of Health as an emergency medical technician. Red Cross advanced first aid certificates may be earned by those passing the examination. Does not fulfill distribution requirements in the physical and life sciences.

Bio. 210 Evolution 2 hours

Evidence for the theories of evolution with special attention to the modern synthesis of genetics and ecological factors. *Prerequisite:* An elementary course in biology or permission of the instructor.

Bio. 228 Field Botany 2 hours

Introduction to the taxonomy of vascular plants with emphasis on the local flora, including the techniques of herbarium science.

Bio. 230-S Methods in Environmental Education 2 hours

Introduction to the materials and methods of environmental science for elementary and junior high school teachers, and camp leaders. Basic techniques in field biology and man's relationship to the natural world are emphasized. Part of the course is conducted at a mountain camp. *Summer session only.*

Bio. 231 Ornithology 2 hours

Anatomy, behavior, and identification of birds.

Bio. 303 General Genetics 4 hours

A synthesis of basic principles and modern molecular theory.

Bio. 326 Ecology 4 hours

Study of the general principles of bioecology of plants and animals. Special emphasis is placed on field study of several communities.

Bio. 303-S 330-J Urban Ecology 2 hours

Covers major areas of environmental quality management: water pollution, air pollution, solid-wastes disposal, noise pollution, and housing regulations. *Summer session and January term only.*

Bio. 338 Advanced Botany 4 hours

Morphology of the vascular plants plus a study of the fundamental life processes of plants: growth, irritability, nutrition, metabolism, and hormonal control. *Offered Spring 1978-79.*

Bio. 343 Microbiology 4 hours

Morphology and physiology of micro-organisms; principles of lab technique; cultural characteristics and environment influences on microbial growth.

Bio. 365 Invertebrate Zoology and Parasitology 4 hours

A functional and evolutionary study of the major invertebrate phyla. Special emphasis, particularly in the laboratory, is placed on the parasitic members of phyla.

Bio. 425 Animal Physiology 4 hours

Structure and functions of the human body; the mechanism of bodily movements, responses, reactions, and various physiological states.

Bio. 428-J Tropical Ecology 4 hours

Study of plant and animal ecological relationships in a tropical zone (Virgin Islands, Puerto Rican rain forest, and the Florida Everglades). *January term only.*

Bio. 440 Histology-Microtechniques 4 hours

Structure of the cell, its modification into various tissues, and the practice of general histological techniques.

Bio. 442 Embryology 4 hours

Study of the ontogenetic development of selected embryos. Major emphasis is on the vertebrates.

Bio. 451 Animal Behavior 2 hours

Provides the student with an awareness of the types of behavior and the functional aspects of individual and group behavior. The laboratory explores the behavioral interactions among individuals of a variety of species.

Bio. 467 Cell Physiology and Biochemistry 4 hours

Introduction to the structural organization of cells and the important aspects of cell physiology in the light of modern biochemistry and biophysics. *Prerequisite: Chem. 211-212 or permission of the instructor.*

Bio. 480 Methods and Materials in Teaching Physical and Life Sciences 4 hours

For course description see General Science 480. (May be taken for credit as Education 480.)

Bio. 487-488 Independent Study 2 or 4 hours each**Bio. 490 Senior Project** 4-8 hours

Starts the first semester of the junior year and is to be completed in the spring semester of the senior year.



Chemistry

John Daniel Draper, *Chairman*

Richard G. Stebbins

Milton Smith (*Sabbatical, 1978-1979.*)

AIMS

To contribute to the student's general knowledge and understanding of the nature of the physical world and his or her understanding of the place of chemistry in industrial and business life; to provide experience in the scientific method of reasoning; and to provide students concentrating in this field with a thorough and practical education in chemistry which may be useful in industrial, technical, and graduate work.

REQUIREMENTS FOR FIELD OF CONCENTRATION

A minimum of 36 hours in the department exclusive of the Senior Project. The distribution must include Chemistry 101, 102, 211, 212, 222, 224, 323, 324, 402, 414, 421 plus four hours of electives and at least four hours of Senior Project; Mathematics 201, 202; Physics 201, 202; and at least two hours from the group of Computer Science 169, 269, Physics 221, 261, 300, Mathematics 203, 341. Students who plan to do graduate work in chemistry will demonstrate a reading knowledge of chemical German, French, or Russian. Additional courses in mathematics are also strongly recommended. All courses in chemistry as well as the indicated courses in mathematics and physics must be taken for a letter grade. For those students for whom it might be advantageous, a program of study is offered consistent with the most recent standards laid down by the American Chemical Society.

The entering freshman who is interested in chemistry should select Chemistry 101 and mathematics at the appropriate level. Programs for subsequent semesters must be decided in conference with the faculty advisors for chemistry. Students planning to take the MCAT are strongly advised to take a course in the history of the fine arts during their fourth or fifth semesters.

Only students who have completed the following courses or their equivalents will be recommended for state certification to teach Chemistry in secondary school: Chem. 101, 102, 211, 212, 222, Physics 201, 202, G.S. 480, and select six hours from the following: Chem. 224, 314, 323, 402, 414. See Education Department listings for required courses in Professional Education. A second teaching field is required.

Chem. 101 General Chemistry and Inorganic Qualitative Analysis 4 hours

Study of theoretical and descriptive inorganic chemistry. The lab work is primarily a study of the principles and practice of a systematic qualitative scheme of analysis for the cations and anions. *Prerequisites: two units of mathematics or concurrently with Math. 103. Three lectures and three hours of lab per week. Offered fall semester.*

Chem. 102 General Chemistry 4 hours

Continuation of the lecture portion of Chem. 101. Study of solubility and acid-base phenomena in aqueous systems with appropriate lab work. *Prerequisite: Chem. 101. Offered spring semester.*

Chem. 211-212 Organic Chemistry 4 hours each

Introduction to the study of the organic compounds of carbon, both aliphatic and aromatic, involving a considerable amount of the electronic mechanisms of organic reactions. Lab work consists largely of organic preparations. *Prerequisites: Chem. 101, 102. Three lectures and three hours of lab per week.*

Chem. 222 Chemical Thermodynamics 2 hours

Introduction to the concepts and experimental techniques of classical thermodynamics with special emphasis on the concepts of enthalpy, entropy, and free energy. *Prerequisites: Chem. 102; Math. 202 or permission of the instructor. Offered first half of the spring semester.*

Chem. 224 Introduction to Chemical Spectroscopy 2 hours

Study of the different energy states of atoms and molecules; the statistical principles governing the distribution of particles within these states; and the transitions between states. *Prerequisites: Chem. 102; Math. 202 or permission of the instructor. Offered second half of the spring semester.*

Chem. 311 Bonding and Symmetry in Organic Chemistry 2 hours

Introduction to group theory and simple molecular orbital calculations as they apply to organic chemistry and to the spectra of organic compounds. Emphasis is placed on problem solving and structural determinations from spectroscopic data. *Prerequisites: Chem. 212; Chem. 224 or permission of the instructor. Offered fall semester.*

Chem. 314 Introduction to Biochemistry 2 hours

Study of the chemistry of some of the more important biological processes with emphasis on reaction mechanisms and methods of elucidation. *Prerequisite: Chem. 212. Offered spring semester.*

Chem. 323 Kinetics and Solutions 2 hours

Study of rate processes, especially in the liquid phase. *Prerequisite: Chem. 222. Offered first half of the fall semester.*

Chem. 324 Electrochemistry 4 hours

Study of oxidation-reduction and phenomena associated with solutions of electrolytes, application of these principles including classical electrochemical analysis, and the measurement of basic physical parameters. *Prerequisite: Chem. 222. Offered spring semester.*

Chem. 325 Chemical Instrumentation 2 hours

The theory and practice of selected methods in chemical instrumentation. Special emphasis will be placed on those methods not covered in other courses and on methods helpful for completion of Senior Projects. *Prerequisites: Chem. 222, Chem. 224.*

Chem. 402 Advanced Inorganic Chemistry 2 hours

Chemistry of certain elements and their compounds is studied and interpreted on the basis of modern theories of atomic and molecular structure. The necessary foundation in quantum mechanics is reviewed. *Prerequisites: Chem. 222, 224. Offered fall semester.*

Chem. 411 Physical Organic Chemistry 2 hours

Study of the theories and techniques relating structure and properties of organic compounds. *Prerequisites: Chem. 212; Chem. 222 or permission of the instructor. Offered spring semester.*

Chem. 414 Advanced Organic Chemistry 2 hours

Study of selected advanced topics in organic chemistry including reaction mechanisms. Lab is introduced, where appropriate, and stresses the use of instrumentation. *Prerequisites: Chem. 212; Chem. 222 or permission of the instructor. Offered fall semester.*

Chem. 421 Chemistry of the Condensed Phases 2 hours

Study of special problems associated with the liquid and solid states. *Prerequisite: Chem. 222. Offered second half of the fall semester.*

Chem. 430 Special Topics 2 hours each

Series of three courses devoted to the consideration of advanced topics and areas of special interest in the fields of Inorganic Chemistry (430-A), Organic Chemistry (430-B), and Physical Chemistry (430-C). *Prerequisite: Permission of the instructor.*

Chem. 477-478 Seminar in Chemistry 2 hours

Presentation of current research topics by students, faculty and visiting lecturers.

Chem. 480 Methods and Materials in Teaching Physical & Life Sciences 4 hours

For course description see General Science 480. (May be taken for credit as Education 480.)

Chem. 487-488 Independent Study 2 or 4 hours each**Chem. 490 Senior Project** 4-8 hours

During the junior year the chemistry major is introduced to the methods of employing the chemical literature, selects a topic for advanced investigation, and makes a literature search of background material as a basis for an in-depth study in this area. There is one class meeting each week for both semesters. Following this preliminary work, an investigation of a significant topic in chemistry is made by each senior under the direction of a faculty member in the department. This work culminates in a written and oral report at the end of the senior year.





Communications

William A. Herzog Jr., *Chairman*

James W. Carty Jr.

Suzanne Carroll

James J. Humes

David J. Spizale

Mark P. Stevenson

Ruth L. Westlake

AIMS

To combine oral and written forms of communication, to provide theoretical and practical preparation for students desiring to enter professions in radio, television, newspaper, magazine and book publishing, free lance writing, public relations, advertising, as well as high school, college and industrial publications.

REQUIREMENTS FOR FIELD OF CONCENTRATION

Communications 101, 201, 202, 203, 206, 209, 210, 403, a Senior Project, a departmental-approved vocational practicum internship in the mass media or advertising or public relations, and at least one semester's work on a campus publication, Cable 3, or WVBC-FM. Normally, students would take 101 in the first year; 201, 202, 209 and 210 in the second year; and 403 in the third or fourth year. Twelve hours in English are also required as is proficiency in reading a foreign language at the 200 level. Courses in marketing, statistics, and art are recommended.

Students must have achieved at least sophomore standing for enrollment in any of the 300- and 400-level courses in the department.

**Comm. 101 Introduction to Mass
Communications**

4 hours

History and functions of mass communications. Role of newspapers, magazines, radio, television, books, movies, feature syndicates, wire services, and adjunct agencies in modern society.

Comm. 201 Reporting

4 hours

Theory and techniques of writing news stories for print and electronic media, syndicates and wire services. Lab practice in writing objective, interpretative, and editorial articles.

Comm. 202 Copy Editing and Layout

2 hours

Principles and practice in editing copy for publication; includes typography, layout, design of letterpress and offset newspapers, and use of computers. *Prerequisite: Comm. 201 or 206.*

**Comm. 203 Interpersonal Communication:
Speech**

4 hours

Relationship of oral and non-verbal communication and thought. Stress on performance in speech and in creative listening. Analysis and delivery of speeches. Individual evaluations of performance. (May be taken for credit as Theatre 203.)

Comm. 204 Theories of Public Speaking

2 hours

Exploration of the complexities of communication. Beginning with a study of various models of communication, the course then focuses on the psychological dynamics of individual participants in a communicative art. Interpersonal contacts are explored through a study of both verbal and non-verbal interaction. The study of the influence of communication on the socio-cultural system represents a substantial portion of the course.

**Comm. 205 Advanced Interpersonal
Communication: Speech**

2 hours

Speeches and oral interpretation specially adapted to individual student needs and interests. Debate. Creative dialogue. Committee meetings. (May be taken for credit as Theatre 205.)

Comm. 206 Features

4 hours

Role of human interest approach in writings for print and electronic media, advertising, and public relations media. Practice in writing short and longer process, profile, personal experience, collective, interview, and think pieces for professional journals and mass audience media. *Prerequisite: Comm. 201.*

Comm. 209 Broadcasting and Society

2 hours

History of U.S. broadcasting. Concentration on public issues and the effect of electronic media on other basic institutions of society. Contributions and criticisms of radio and TV. Functions of the FCC.

Comm. 210 Broadcast News

Gathering and Writing

2 hours

Lecture and lab course designed to acquaint the student with basic principles of gathering and writing news for radio and television. Styles of broadcast writing, effective composition and editing, use of recorded material, and reporters' ethics are examined. Class discussions and practice sessions.

Comm. 220-J Caribbean Journalism

2 hours

Study of the mass media and their impact economically, socially, politically, religiously, and educationally on the various Caribbean groups. The course deals with the media in the Virgin Islands, Puerto Rico, Cuba, Haiti, Dominican Republic, and the Caribbean Commonwealth nations. *January term only.*

Comm. 281 TV Programming

2 hours

Historical development. Current trends and practices, program designs, and audience analysis.



Comm. 288 TV Production 2 hours

Lecture/lab designed to acquaint students with the tools, elements and techniques of TV production. Students serve as floor managers, camera operators, audio/visual technicians and directors.

Comm. 301 Principles of Advertising 4 hours

Study of history, philosophies and principles of advertising. Media, markets and merchandising. Role and evaluation of advertising. Stress on copy writing and layout.

Comm. 302 Principles of Public Relations 4 hours

Contributions and criticisms of public relations. History, philosophies, trends, principles, Case studies of institutional programs. Preparation of a creative project such as a trade journal.

Comm. 304 Laws of Communications 2 hours

Treatment of national and state constitutional and legislative laws and court decisions regarding freedom and responsibility of the print and electronic media, advertising and public relations. Principles and case studies of libel, privacy, privilege, copyright, and contempt. Social responsibility of the media.

Comm. 306 American Magazines 2 hours

Role and contributions of U.S. magazines, historically and currently. Trends in writing style, editing, production, layout, advertising, promotion, reader research, and circulation. Practice in writing three articles for a professional journal and general circulation magazines.

Comm. 335 School Publications 2 hours

Practical course in which class members do reporting, editing, and layout work. Editorial and design problems of high school, college yearbooks, catalogs, and literary journals are also considered with school periodicals as examination pieces.

Comm. 336 Photo Journalism 2 hours

Basic photography; coordinating words and pictures; picture editing; recognizing, developing and creating picture stories; scheduling and assigning photos. Picture layouts.

Comm. 365 Audio-Visual Education 2 hours

(See Education 365.)

Comm. 376 Educational and Public Broadcasting 2 hours

Lecture and discussion course designed to acquaint the student with the origins and development of non-commercial, educational radio and television in the United States. Organization, programming and other services, current problems, and future prospects of such stations are examined through selected readings, viewing, and listening to educational stations, plus class discussion.

Comm. 377 The Performing Arts in Radio and TV 2 hours

Studio course utilizing specific exercises designed to develop individual style in camera and microphone techniques. Useful to all students of the performing arts as well as those desiring a career in radio and/or TV announcing, acting, and singing.



Comm. 378 Audio Production 2 hours

Lecture and lab course designed to acquaint the student with basic techniques of audio production. The course employs both classroom discussions and practical projects in the WVBC radio studios. Emphasis is on techniques applicable to use of sound in radio, television, cinema, and theatre.

Comm. 382 Broadcast Station Management Problems 2 hours

Legal aspects. Economic and operational factors. Developing local talent. Personnel, budgetary, promotional, and other problems.

Comm. 383 Advertising Writing for Radio and TV 2 hours

Theory and practice in preparing advertising copy for local, regional, and national radio and TV. Audience evaluation, research, and planning campaigns. Construction of 10, 20, 30, and 60-second ads.

**Comm. 389 Writing for Electronic Media** 2 hours

Writing of dramas and documentaries. Interviews, research, and study of the contribution of dramas and documentaries to American cultural patterns. *Prerequisites: Comm. 209 and 210 in addition to sophomore standing.*

Comm. 401 History of American Journalism 4 hours

History of newspapers, magazines, radio, television, and books in the United States. *Alternate years: 1979-80.*

Comm. 402 Public Opinion 4 hours

The nature and significance of public opinion. Includes studies of public opinion formation and measurement, the roles of news media, advertising, censorship, propaganda, political indoctrination, and other factors.

Comm. 403 Reading and Research in the Foreign Press 2 or 4 hours

Selected readings, content analysis, and other research in periodicals of one foreign language. (May be taken for credit as Foreign Language 403.) *Prerequisites: Junior or senior standing and completion of a 200-level course or equivalent in a foreign language.*

Comm. 404 Advanced Advertising 2 hours

Study of principles of writing and layout for a sustained campaign. Preparation of a campaign for a product and/or service of a profit or non-profit institution.

Comm. 405 Advanced Public Relations 2 hours

Study of principles of writing and layout for an institutional magazine or newsletter. Preparation of a periodical for a profit or non-profit institution.

Comm. 487-488 Independent Study 2 or 4 hours each**Comm. 490 Senior Project** 2-8 hours

Computer Science

Computer Science is not a department, nor is it a field of concentration. A student may, however, complete a field of concentration in mathematics with an emphasis in computer science courses. (See *Mathematics*.)



Com. Sci. 169 Introduction to Computer Science 2 hours

Introduction to computer programming using the basic language. Emphasis is placed on use of the computer in solving problems encountered in mathematics. *Offered Fall and Spring semesters.*

Com. Sci. 222 Digital Electronics 4 hours (See *Physics 222*.)

Com. Sci. 269 Advanced Computer Languages 2 hours

Study of any one of several other computer languages such as Fortran, as well as an introduction to machine language programming.

Com. Sci. 270 Logic and Algorithms 4 hours

Discusses the development of the computer and how it solves problems through algorithms. Since computers are inherently logical, propositional and first-order predicate logic are discussed. *Prerequisite: Math 103 or the equivalent. Alternate years: Offered Fall 1978-79.*

Com. Sci. 355 Data Structures 4 hours

Deals with how computers use data and how the data can be effectively manipulated. Such things as how files are arranged for business and government are analyzed. *Prerequisite: Math 169. Offered Spring 1978-1979.*

Com. Sci. 360 Computer Architecture 4 hours

This course is primarily for students who want to learn how the computer works. The hardware of the computer is discussed, including the central processor, memory and input-output devices. *Alternate years: Fall 1979-80.*

Com. Sci. 365 Operational Systems 4 hours

This course is primarily for students who want to learn how the computer operates. The software of the computer is discussed, including learning the assembly language of the Super Nova. *Prerequisite: Math 169. Alternate years: Spring 1979-80.*

Com. Sci. 487-488 Independent Study 2 or 4 hours each



Economics & Business

Ralph A. Maggio, *Chairman*

Roy S. Fox

W. Randolph Cooley

John D. Davis

Forrest H. Kirkpatrick

AIMS

To help students understand how man's struggle to provide for his needs and wants in a world of limited resources is related to all of man's problems: personal, social, political, and spiritual; to provide knowledge and develop proficiency in the application of analytical tools to the problems of society and business. The courses offered serve as preparation for work in business, government, law, environmental planning, and graduate study.

REQUIREMENTS FOR FIELD OF CONCENTRATION

Minimum of 30 hours exclusive of the Senior Project. The following courses are required: 200, 241, 301, 302, 477. Outside the department, Math 201 and 281 are required and should be completed by the beginning of the junior year. In addition, students will elect to take 12 hours in one of the following areas: *Accounting*: (Econ. 261, 262, 271, 272) *Finance*: (Econ. 311, 316, 326) *Business*: (Econ. 230, 280, 290, 300, 341) *Economics*: (Econ. 316, 320, 331, 341, 360).

A student may elect to develop his or her own course pattern consisting of 12 hours of courses to replace one of the above areas of study. In such cases, prior consent must be obtained from the chairman of the department. Students concentrat-

ing in Economics and Business are expected to attain a minimum grade of "C" in all courses in the department. If a student receives a grade lower than a "C," the student must arrange an interview with the chairman prior to taking additional upper-level courses. All courses numbered 246 and above have prerequisites.

Students considering economics and business as a field of concentration should complete by the end of the sophomore year: Econ. 200, Econ. 241, Math. 201, and Math. 281.

Econ. 101 Personal Finance 4 hours

Objectives of this course are to develop an understanding of the concepts needed for intelligent consumer decision-making. Concentration on budget policies, borrowing, installment buying, marketing techniques, and consumer purchases in the areas of food, clothing, automobiles, housing, social insurance, personal insurance, pension programs, investment markets, and estate building. (Not recommended for students with a field of concentration in Economics and Business.)

Econ. 111 Introduction to Business 2 hours

Structure, procedures, and objectives of the business system; economic and social environments of business; role of business in our culture.

Econ. 200 Principles of Economics 4 hours

Introduction to the inevitable problems associated with scarcity. Alternative methods of settling economic questions, with special emphasis placed on the functioning of the market system. Pricing, output determination, monopoly power, wage controls, and price fixing in relation to contemporary issues. The student is also introduced to problems of money and banking, growth, the labor movement, and business operations. Students will read broadly from non-technical literature as well as conventional text materials. *Offered each semester.*

Econ. 230 Business Law 4 hours

Introduction to the nature and development of law, the legal aspects of contracts and other business instruments as set forth in the Uniform Commercial Code, and some aspects of partnerships and corporations.

Econ. 241 Principles of Accounting I 4 hours

Introduction to basic accounting and business transactions; cash record and control; periodic adjustments of transactions data; financial statement presentation, payroll accounting; accounting and reporting principles of partnerships, corporations, branches, and departments.

Econ. 246 Principles of Accounting II 4 hours

Basic cost accounting principles including job cost and process cost systems; interpretation of financial statements; control of manufacturing costs through budgeting; flow of funds; and tax considerations in business decisions. *Prerequisite: Econ. 241.*

Econ. 261 Intermediate Accounting I 4 hours

Intensive review of adjusting and closing entries. The use of work sheets in the preparation of statements. Comprehensive study of all corporation accounts. *Prerequisites: Econ. 241, 246. Alternate years: Offered 1978-79.*

Econ. 262 Intermediate Accounting II 4 hours

Critical study of the principles governing the valuation of assets and the application to balance sheet problems of the concept of matching revenues and costs. *Prerequisite: Econ. 261. Alternate years: Offered 1978-79.*

Econ. 271 Cost Accounting 4 hours

Basic concepts and techniques of industrial accounting; historical and standard costs; budgeting; management use of cost accounting information. *Prerequisites: Econ. 241, 246. Alternate years: Offered 1979-80.*

Econ. 272 Auditing 4 hours

Basic concepts of standards of auditing; audit procedures and working papers; internal and external audit reports. *Prerequisites: Econ. 261, 262. Alternate years: Offered 1979-80.*

Econ. 280 Management 4 hours

Study of the management process; organizing, staffing, decision-making, concepts of control, operating objectives, group dynamics; analysis of cases for study of managerial activities. A seminar course. *Prerequisite: Econ. 200.*

Econ. 290 Principles of Marketing

4 hours

Marketing function of the manufacturer, wholesaler, jobber, retailer, mail order-house, chain store and other marketing institutions; cost of distribution; problems of marketing management and planning; and modern trends in marketing. *Prerequisite: Econ. 200.*

Econ. 300 Business and Society

4 hours

Interface of business with government and society; management action in situations involving significant political and social factors; the changing role of business. Open only to juniors and seniors. *Alternate years: Offered 1979-80.*

Econ. 301-302 Intermediate Economic Theory

4 hours each

Advanced survey of the elements theory primarily for students concentrating in economics. First semester: resource allocation, price determination, output determination, and income distribution under various market conditions. Second semester: a study of national income and employment determination, inflation growth and economic stability, interwoven with mathematical analysis and model building. Designed to introduce the student to the techniques of differential and integral calculus, linear equations, matrix algebra, and statistics as applied to the above analysis. *Prerequisites: Econ. 200 and Math 201, 281.*

Econ. 311 Business Finance

4 hours

Study of corporate organization and the planning of financial requirements. Intensive study of cash flow, budgeting, capital decisions, internal financing, and corporate reorganization. *Prerequisites: Econ. 200, 241, Math 281.*

Econ. 316 Money, Banking, and Fiscal Policy

4 hours

Various money markets; the operation of commercial banks, Federal Reserve System, and the Treasury Department including an analysis of tax revenues, expenditures, and debt-financing. *Prerequisites: Econ. 200, 241.*

Econ. 325 Investment Management

4 hours

Critical study of the various types of investment instruments and the relative merits of each, investing procedures, security analysis, security ratings, portfolio theories, and portfolio analysis. *Prerequisites: Econ. 200, 241, Math 281.*

Econ. 341 Labor

4 hours

General course in labor economics, with an emphasis on trade unionism; history and objectives of organized labor; employment and wage theory; managerial labor policies; collective bargaining; current social, economic and political aspects of labor management relations; and labor law. *Prerequisite: Econ. 200.*

Econ. 360 International Trade

4 hours

Principles of international trade and finance and their application to the modern world; theory of comparative advantage; exchange rates, monetary standards, tariffs, quotas, and commercial policy; capital movements; aid to less developed countries; geographic origin and direction of trade routes and products. *Prerequisite: Econ. 200.*

Econ. 399 Junior Seminar

2 or 4 hours

Opportunity for interested students and faculty to explore some aspect of economics or business not covered in the curriculum. Topics have been: The Modern Left and the Establishment, Government Regulation, Public Finance, Quantitative Procedures in Management Science, and Data Processing in Modern Business. Students must be prepared for advanced work.

Econ. 477 Senior Seminar

2 hours

Devoted to a review of economics as a discipline, with attention to the political economy of the present. Also some guidance in preparation for Econ. 490.

Econ. 487-488 Independent Study

2 or 4 hours each

Econ. 490 Senior Project

2-8 hours

Open only to students with a field of concentration in the department. Preparation of the senior project and its presentation. Time will also be devoted to review for the senior comprehensives. The topic for the senior project must be selected before the end of the junior year and be approved by the chairman of the department.



Education

Ann C. Shelly, *Chairman*

John U. Davis

W. Kirk Avery

Maria Lewis

Dorothy L. Huestis

Robert T. Hall

Janice S. Peirce

AIMS

To develop a teacher who is a self-directing decision maker who recognizes the need for personal and professional growth, has the skills necessary to pursue it, and is secure enough to engage in personal and professional self-evaluation.

To develop a teacher who recognizes the needs of young persons and is able to utilize both the liberal arts background and principles of teaching in attempting to meet those needs today. The teacher also analyzes emerging trends and thinks critically about them in an attempt to arrive at a more human balance between the teacher's needs and the student's needs.

To develop a teacher who has the skill and willingness to communicate, in the deepest sense of the word, with people of all ages and backgrounds.

In summary, the teacher is a perceptive and aware person who can utilize intellectual skills and knowledge to think critically and pursue self-directed goals.

REQUIREMENTS FOR TEACHER EDUCATION

A student preparing for elementary or secondary school teaching must plan to complete: (1) the requirements for graduation described on page 47, (2) a selection of courses providing appropriate background for teaching in a particular field, and (3) a sequence of professional education courses and experiences designed to give a broad understanding of concepts and skills in teaching. Bethany is accredited by the National Council for Accreditation of Teacher Education (NCATE) and is a party to the interstate compact for reciprocity in certification by the preparation of students for certification in the State of West Virginia.

To become eligible for teacher certification, the student must complete a college and state-approved program. It is the student's responsibility to seek appropriate counseling from the Education Department, preferably early in the freshman year, and to become familiar with all of the requirements.

The department recognizes abilities which students may already have in a given subject matter area and assists them in planning their program accordingly. Waivers or advanced standing granted by the College can be noted on official transcripts so that courses from which a student is exempted may be applied toward certification.

Leadership of children and youth groups, e.g., summer camp, scouts, church school, playground supervision, etc., is strongly recommended.

A period of observation and participation of at least five days in a school is an important and inte-

gral part of the elementary education curriculum. Most students find it convenient and most meaningful to undertake this experience during the January Term of their junior year, although some wish to explore the suitability of a teaching career by doing it earlier. To initiate this experience students should see their Education Department advisor. Definite arrangements should be made at least one month prior to the planned observation dates. Secondary Education students are encouraged to consider observation and participation in an educational agency when planning their intercultural and/or citizenship practicum.

Students enrolling for courses involving observation and teaching in schools must abide by dress and appearance standards of any school to which they are assigned.



ELEMENTARY EDUCATION

Students preparing to teach in elementary and middle schools will follow the sequence of required education courses listed below. Required courses cannot be taken Credit-No Credit.

FIRST SEMESTER		CREDIT	SECOND SEMESTER		CREDIT
Freshman					
None			None		
Sophomore					
Ed. 201	Human Development and Learning I	4	Ed. 202	Human Development and Learning II	4
			Ed. 242	Principles and Curriculum of Elementary and Middle School	2
			(Application for Teacher Education due April 12)		
Junior					
Ed. 345	Methods and Content in Elementary and Middle School I (emphasis on math)	4	Ed. 342	Children's Literature in the Elementary and Middle School	2
			Ed. 346	Methods and Content in Elementary and Middle School II (emphasis on reading and language arts)	4
			Ed. 348	Professional Practicum	2
			(Application for Student Teaching due March 15)		
Senior					
	Professional Block		Ed. 340	Teaching Reading in the Middle and Secondary School	4
Ed. 333	Educational Psychology	2	Ed. 490	Senior Project	2-8
Ed. 401	History and Philosophy of Education	2			
Ed. 443	Observation and Directed Teaching	8			
Ed. 447	Methods and Content in Elementary and Middle School III (emphasis on science)	2			
Ed. 448	Methods and Content in Elementary and Middle School IV (emphasis on Social Studies)	2			
NO OTHER COURSES PERMITTED					

School observation and participation experience (see page 83) to be completed prior to Professional Block.

A student interested in pursuing a course of study leading to certification should contact a faculty member in the Department of Education early in the freshman year. A *Student Guide to Teacher Education*, available in the Education Department Office, gives a full description of all programs.

In order to meet certification requirements, a student must complete the following courses, in addition to the professional education courses: Art 340, Mathematics 225, 226 (must be completed by the end of the sophomore year); Music 101, 340; Physical Education 227, 481; General Science 202; six additional hours of

science (both biological and physical) selected from a variety of approved courses; History 201, 202, 225; Economics 200; Psychology 100. A course in literature must also be selected. Many of the courses above will satisfy the distribution requirements of the College. (See Page 48.) A specialization may be added for grades 4-8. See the *Guide* for requirements.

Each student is responsible for planning a program to meet the specific requirements for certification. The program should be planned in consultation with the Education Department.

SECONDARY EDUCATION

Students preparing to teach in junior and senior high schools are expected to follow the sequence of required education courses listed below. General distribution and other requirements for graduation, and the student's field of concentration, must be added. The required education courses cannot be taken Credit-No Credit.

FIRST SEMESTER		CREDIT	SECOND SEMESTER		CREDIT
Freshman			None		
Psych. 100	General Psychology (prerequisite for Ed. 333)	4			
Sophomore			Ed. 202	Human Development and Learning II	4
None			Ed. 249	Participation in Secondary Schools	2
			(Copy of current semester schedule to Ed. Dept. by Feb. 6)		
			(Application for Teacher Education due April 12)		
Junior			Ed.	(or other) 480 Methods and Materials in Teaching*	2-4
None			Meetings scheduled by Ed. Dept. as needed		
			(Application for Student Teaching due March 15)		
Senior			Ed. 340	Teaching Reading in the Middle and Secondary Schools	4
Professional Block					
Ed. 333	Educational Psychology	2			
Ed. 401	History and Philosophy of Education	2			
Ed. 428	Principles and Techniques of Secondary Education	4			
Ed. 475	Observation and Directed Teaching in Secondary Education	8			

*Some departments offer these courses only first semester or in alternate years.

Students preparing to teach at the secondary level should discuss their programs with the Chairman of the Education Department, as well as the person responsible for the Teacher Education Program in the major field. A second teaching field is required in most areas. A *Student Guide to Teacher Education* gives the full description of all programs leading to certification in West Virginia. The *Guide* is available in the Education Department.

Students preparing for a career in teaching at the secondary level must have completed the following: a course in Mathematics or the completion of three and one-half years of mathematics in high school; a course in literature (a course in literature of a foreign language may be counted); and a course in Fine Arts (Art, Music, Theatre, or Fine Arts). The courses above may be selected to satisfy the distribution requirements of the College. (See Page 48.)

Each student is responsible for planning a program to meet certification. This program must be approved by the Chairman of the Education Department and the Chairman of the Department in each subject field within which he or she is preparing to teach.

ADMISSION TO TEACHER EDUCATION

Students interested in preparing to teach are urged to consult a member of the Education Department individually as soon as possible for counseling with respect to prospects for employment in various teaching fields, course requirements, and state certification requirements.

During the second semester of the sophomore year, written application for admission to the elementary or secondary teacher education program should be submitted to the Education Department on forms obtained from the department. Students applying for elementary education must have been enrolled in Education 201, 202, and 242. Students applying for secondary education must have been enrolled in Education 202 and 249.

Applications are appraised by the Teacher Education Review Committee with respect to academic achievement, emotional and physical fitness, personality traits, and other factors the committee considers essential to a teaching career. The committee may: (1) recommend full or conditional approval; (2) suggest programs to overcome certain deficiencies, or, in some cases, (3) recommend that the student not prepare for teaching. A complete description of the procedures may be found in the *Guide*.

A "C" average must be attained in all academic work and in all professional education courses for admission. All committee recommendations for approval are based on this condition.

The committee may review a student's qualifications at any time and issue appropriate recommendations. The general qualifications of all students are reviewed at the time they apply for student teaching. Forms, procedures and dates may be found in *The Student Guide*.



PROFESSIONAL BLOCK

Each student in teacher education takes a designated group of professional courses, including student teaching, during the *first* semester of the senior year. This is known as the Professional Block. Requirements for admission to the block are as follows:

Prerequisites — Admission to teacher education and for Elementary Education: Psychology 100 and Education 201, 202, 242, 345, 346, 348, and observation experience; for Secondary Education: Psychology 100, Education 202, 249, 480, and adequate background for student teaching in one or more subject fields as approved by the academic department(s) concerned. Prerequisites cannot be deferred until after the Professional Block or taken at another institution without *written* permission from the Education Department.

Scholarship Requirements — By West Virginia state law, a student in Elementary Education must have not less than a “C” average in all college work and a “C” average in professional (education) courses taken prior to the time he or she is admitted to the block; a student in Secondary Education must have not less than a “C” average in all college work, a “C” average in his or her field(s) of specialization, and a “C” average in professional (education) courses, including methods courses offered by other departments, taken prior to the block.

Application for Student Teaching — Students are required to make application for student teaching during the second semester of the junior year, on forms provided by the Education Department. This application requests the recommendation of the student’s senior Education Department advisor, if Elementary, or the academic department chairman or advisor, if Secondary, and requires the approval

of the chairman of the Education Department. Applications cannot be approved for students not previously admitted to teacher education. Forms, procedures and dates may be found in *The Student Guide*.

Competency-based Professional Block — Student teaching is conducted for the entire first semester of the senior year in area schools or off-campus centers. Related course work is integrated with student teaching to provide direct application to field experience. Students assigned to off-campus centers may need to live in the community where the center is located. The College will assist in locating housing if desired, and with other details of the arrangement.

Students are not permitted to schedule courses in conflict with the block during the semester they are enrolled in it, or carry extra-curricular activities which interfere with the requirements imposed by the block. Arrangements can usually be made for practice and participation in varsity sports. Any exceptions to the above must be approved by the chairman of the departments concerned and by the Dean of the Faculty. Students should *not* register for other than the prescribed Professional Block courses without written permission from the Education Department.



CERTIFICATION

Near the end of the senior year, each student should initiate application procedures for certification in the state where he or she expects to teach.

Applications require the recommendation of the chairman of the Education Department. To be recommended, a student must meet — in addition to certification requirements of the state for which he or she is applying — the following qualifications: (1) successful student teaching experience; (2) completion of an approved teacher education program; (3) completion of the undergraduate program examinations (including both the field and education tests for secondary) during the senior year, as arranged by the Education Department; (4) eligibility for graduation; and (5) evidence of personal traits and character conducive to success as a teacher.



Ed. 201 Human Development and Learning I

4 hours

Individual and group development from infancy to adolescence. Observation and first hand contacts with children are included. Educational programs are considered in terms of the total child development. *Freshmen not admitted.*

Ed. 202 Human Development and Learning II

4 hours

Individual and group development from adolescence through the young adult periods. Applications are made in relation to learning theory, self understanding, and preparation for working with young people. *Freshmen not admitted.*

Ed. 220 Educational Alternatives and American Youth

2-4 hours

The study of educational alternatives, placing particular focus on learning about the self within the given curriculum structure: e.g., specifically, a more personalized consideration of various educational experiences on the young person coming of age in America today.

Ed. 240 Exploring Education

2 hours

Overview of teaching and other careers in education at all levels. Program planning. Discussion of current problems and issues, including freedom to teach, racism, educating the disadvantaged, what schools should or should not teach, and accountability for results. Field trips to exemplary schools.

Ed. 242 Principles and Curriculum of Elementary and Middle School

2 hours

Introductory course in which students explore the goals of education and their implementation; the role of the teacher and professional concerns while applying the concepts of human development.

Ed. 249 Participation in Secondary Schools

2 hours

Regularly scheduled observation and limited teaching activities in secondary schools. Seminars for direction and evaluation of observation experiences and study of related problems. *Offered Spring semester.*

**Ed. 275 Student Development in
Higher Education**

4 hours

Study of the philosophy of higher education and the development of the individual student within the college environment. Emphasis is placed upon personal growth, communication skills, group dynamics, and residence hall programming. Didactic and experiential learning in the areas of personal, academic, and vocational counseling is included. (May be taken for credit as Psychology 275.) *Enrollment limited to Resident Advisors.*

Ed. 328 Human Sexuality

4 hours

(See Psychology 328.)

Ed. 333 Educational Psychology

2 hours

(See Psychology 333.)

**Ed. 340 Teaching Reading in the Middle
and Secondary School**

4 hours

This course will focus on diagnostic and prescriptive teaching techniques. Both the corrective techniques for the remedial reader and the higher order cognitive skills will be included. In addition to classwork this course includes two hours weekly of tutoring of middle school, secondary, or college students who have been recommended by their advisors for help in reading. (May be taken for credit as English 482.) *Offered Spring Semester.*

**Ed. 342 Children's Literature in the
Elementary and Middle School**

2 hours

Includes background of the history of literature for children; familiarity with established and current literature in this area; critical analysis skills; methods and techniques of using literature; work with children.

Ed. 343 Literature and Adolescence

2 hours

(See English 290.)

Ed. 344 Teaching Skills Laboratory

Non-credit

Study and practice of specific teaching skills using films, manuals, microteaching, and TV. Students concurrently enrolled in elementary or secondary methods courses or student teaching may participate in units prescribed by their instructors, or as desired within limitations of facilities and supervision.

**Ed. 345 Methods and Content in
Elementary and Middle School I:
Mathematics**

4 hours

Practical application of arithmetical skills, including the understanding of fundamental processes; comparison of different philosophies in teaching arithmetic; the elements of modern math; and the theoretical and practical application of the metric system at all levels of the curriculum. Classroom experience in public schools. *Prerequisite: Math. 225 or permission of the instructor.*

**Ed. 346 Methods and Content in
Elementary and Middle School II:
Language Arts**

4 hours

Emphasis on teaching the skills of reading, listening, speaking, and writing as they relate to the total curriculum. Emphasis on teaching of reading and the integration of the related areas in language arts. Students are expected to demonstrate competence in appropriate audio-visual aids. Classroom experience in public schools.

Ed. 348 Professional Practicum

2 hours

Preparation of the prospective elementary student teacher for a professional role as observer and participant in the classroom.

Ed. 365 Audio-Visual Education

2 hours

Emphasis on basic media equipment operation and production techniques common to classroom instruction, communications, and business. Includes class and individual projects to acquaint students with the media field, and a self instructional lab for equipment skill development. (May be taken for credit as Communications 365.)

**Ed. 401 History and Philosophy
of Education**

2 hours

Development of modern education in social, historical, and philosophical perspective, emphasizing backgrounds of present practices, current problems, and issues. Current practice is analyzed in terms of philosophic rationale and applications are made to the school situation.

**Ed. 428 Principles and Techniques of
Secondary Education**

4 hours

Aims, functions, and curriculum organization of middle, junior high, and senior high schools. Basic strategies, materials, and techniques, including evaluation applicable to teaching, are integrated with a full semester of student teaching in schools. Certification and employment procedures, professional practices, and continuing education are also considered.

**Ed. 443 Observation and Directed
Teaching in Elementary Education**

8 hours

Observation and full-time student teaching from September until Christmas to include a minimum of 200 clock hours of direct teaching. Concurrent enrollment in Ed. 333, 401, and 447. *Prerequisites: See Professional Block.*

**Ed. 447 Methods and Content in
Elementary and Middle School III:
Science**

2 hours

Understanding of the concepts of the social studies and sciences approached through various methods, including unit study, inquiry, experimentation, and the process approach. Practical application in school situation.

**Ed. 448 Methods and Content in
Elementary and Middle School IV:
Social Studies**

2 hours

Understanding of the concepts of social studies approached through various methods, including unit study, inquiry experimentation, and the process approach. Practical application in school situations.

**Ed. 452 Education of Exceptional
Children Emphasizing
Learning Disabilities**

2 or 4 hours

Identifying exceptional children, especially with learning disabilities, understanding their situation and behavior, working with them as learners and group members, and directing their handling of themselves as members of society. Seminar discussions, readings, and application of integrated knowledge in work with children. Those taking the course for full credit will com-

plete a practicum during which they work in one of several area school programs for exceptional children. The most meaningful practicums result when a student has made prior arrangements for time blocks for and transportation to specific education classrooms. This may be done during the previous January or earlier by the student in consultation with the instructor. *Prerequisite: Ed 443 or 475 or permission of the instructor. Alternate year: Spring 1978-79.*

Ed. 460-470 Special Topics

2-4 hours

**Ed. 475 Observation and Directed
Teaching in Secondary Education**

8 hours

Directed full-semester observation and student teaching in secondary schools with partial assignments in lower schools if appropriate; to include weekly student teaching seminars and a minimum of 150 clock hours actual teaching. Students must make application for student teaching prior to advance registration. Other courses or activities which might interfere with student teaching are not permitted. Concurrent enrollment in Ed. 333, 401, and 428. *Prerequisites: See Professional Block.*

**Ed. 480 Methods and Materials
in Teaching**

2 or 4 hours

See courses numbered 480 offered by Art, Biology, Chemistry, English, Foreign Languages, General Science, Mathematics, Music, Physical Education, Physics, Psychology, Social Sciences, and Theatre. Also see auxiliary methods courses, i.e. Art 340, Music 340-341, and Physical Education 280, required in some programs. May include observation and participation in secondary schools. Experiences in production and utilization of appropriate audio-visual materials and equipment.

**Ed. 484 Methods of Teaching English as
a Foreign Language**

2 hours

(See English 484.)

Ed. 487-488 Independent Study

2 or 4 hours

Ed. 490 Senior Project

2-8 hours



English

Helen Louise McGuffie, *Chairman*

John R. Taylor

Larry E. Grimes

David J. Judy

Anthony L. Mitch

Robyn R. Cole

AIMS

To help students to develop and maintain the ability to write clear and effective English; to guide them toward an increased understanding and critical appreciation of their literary heritage; to help prepare them for graduate and professional study. In addition, the department provides programs that prepare students for certification as teachers of English and Language Arts.

REQUIREMENTS FOR FIELD OF CONCENTRATION

1. Concentration in English requires a minimum of 32 hours in the department, exclusive of the Senior Project. The following courses are required: 140 or 150, 325-326, 330, 341-342, 477, 478. Students should also elect at least one Seminar in British Literature (courses numbered 420-429), and at least one Seminar in American Literature (courses numbered 450-459). These seminars, together with other advanced courses or independent study, will extend the student's knowledge of one or two areas of literature, provide background for the Senior Project, and help to prepare for future study or a career. Thus, the program of a student preparing for the law or

another profession will be different from that of a student preparing for graduate study in English or for secondary school teaching.

2. At least 12 hours in another department must be included in the field of concentration. These courses may be related to the student's special interests or vocational plans.
3. Students planning to attend graduate or professional schools should prepare to meet foreign language reading requirements.
4. Each student must take the Comprehensive Examination in English. The examination has three parts: the Undergraduate Record Examination in Literature, an essay examination, and an oral examination.
5. Students are not accepted for concentration in English later than the beginning of their fifth semester unless they have completed English 140 (or 150) and either English 325-326 or English 341-342.
6. Students concentrating in English are expected to attain a minimum grade of C in all courses in the department.
7. Only students who have completed the following courses or their equivalents will be recommended for certification to teach English in secondary school: Eng. 140, 210, 325-326, 341-342, 370, 375; Comm. 335, Th. 220, Eng. 290 or Ed. 343, Eng. 480 or Ed. 480; two courses from Eng. 100, 125, 150, 200, 213, 217, 310, 490, or Th. 202; two courses from Eng. 261, 262, 263, 264, 280-289, 330, 350, 420-429, 440-449, 450-459, 477, or Eng./Th. 270, 273, 274, or Th. 401-410; one course from Eng./F.L. 240, 251, 252, 257, 258. A second teaching field also is required. Students interested in teaching should consult the Education Department listings for required courses in Professional Education.

WRITING PROFICIENCY PROGRAM

The Writing Proficiency Program is administered by the department. Students should complete the program and meet the writing proficiency requirement for graduation before the beginning of the senior year. Details of the requirement may be found on page 49.

Writing Tests must be taken in sequence and are given according to the following schedule:

September	Diagnostic Test: All entering students
December	Writing Qualification Test: Freshmen
February	Diagnostic Test: All students entering in February
April 4	Writing Qualification Test: Sophomores and Juniors

The following courses may be taken in partial fulfillment of the writing proficiency requirement or to prepare for the Writing Qualification Tests: Eng. 100, 125, 140, 150, 200, 210, 213, 310. Each of these courses is described below.



Eng. 100 College Composition

2 hours

Training and practice in writing clear and effective expository prose. Each student writes at least seven essays using traditional rhetorical principles. Also includes instruction in methods of library research. (May not be taken on a credit-no credit basis.) *Offered each semester.*

Eng. 120 Expository Writing

Non-credit

Training and practice in writing clear and effective expository prose with emphasis upon the needs of individual students. *Required of all students whose performance on the third (Junior) Writing Qualification Test is not satisfactory. Offered each semester.*

Eng. 125 Expository Writing Workshop

2 hours

Training and practice in writing clear and effective expository prose. After an initial diagnosis, an individual program is designed for each student. Offered as a substitute for English 100 and an alternative to English 120. (May not be taken on a credit-no credit basis.)

Eng. 140 Introduction to Literature

4 hours

Introduction to the study of poetry, drama, and fiction. Emphasis is on the development of techniques for the analysis and evaluation of poetry, drama, and fiction and on the writing of literary essays. *Open to all students. Required for concentration in English.*

Eng. 145 Introduction to Dramatic Literature

4 hours

(See Theatre 145.)

Eng. 150 Honors Freshman English

4 hours

A course for freshmen of superior ability and accomplishment. Introduction to the principles of critical reading and writing and to the analysis and evaluation of poetry, drama, and fiction. Intensive practice in expository and imaginative writing with emphasis upon the achievement of clarity and accuracy. *May be substituted for Eng. 140 to fulfill requirement for concentration in English and prerequisites for English courses. Enrollment by invitation only.*

Eng. 200 Research Paper Writing

2 hours

Introduction to the writing of library research papers. Instruction in topic selection, library resources, the research process, the rhetoric of research paper writing, documentation, and the mechanics of format. Each student writes at least two research papers. *Prerequisite: English 100 or its equivalent. Alternate years: 1979-80.*

Eng. 210 Creative Writing

2 hours

Training and practice in the creative aspects of expository and imaginative writing. Students write essays, sketches, short fiction, poems, and dramatic scenes. *Prerequisite: English 100 or its equivalent. Required for students preparing to teach secondary school English. Enrollment limited to 15 students with preference given to Juniors and Seniors.*

Eng. 213 Advanced Expository Writing

2 hours

Intensive practice in writing expository prose with emphasis upon the achievement of literary excellence. Enrollment limited to 15 students with preference given to juniors and seniors. *Prerequisite: English 100 or its equivalent. Alternate years: 1979-80.*

Eng. 217 Imaginative Writing

2 hours

Intensive practice in writing fiction, poetry, or plays with emphasis upon the achievement of literary excellence. Individual assignments and frequent conferences. *Enrollment limited to 12 students with preference given to Juniors and Seniors. Prerequisites: Eng. 140 or 210 and permission of the instructor. (May be taken for credit as Theatre 202.)*

Eng. 240 Myths and Legends

2 hours

Study of classical, European, and British myths and legends and their use in western literature. Some attention to non-Western myths. *Alternate years: 1979-80.*

Eng. 245 Masterpieces of French Literature

2 hours

(See French 311.)

Eng. 251 Classical Literature

2 hours

Study of the literary masterpieces of ancient Greece and Rome. Emphasis is on the epic and dramatic works of the period. Works are read in modern English translations. (May be taken for credit as Foreign Language 251.)

Eng. 252 Medieval Literature 2 hours

Study of the literary masterpieces of medieval Europe. Emphasis is on the epics, romances, and plays of the period. Works are read in modern English translations. (May be taken for credit as Foreign Language 252.)

Eng. 255-256 Great Plays 2 hours each

Study of masterpieces of the drama in Europe from the beginnings to the present. Plays are read in modern English translations. (May be taken for credit as Foreign Language 255-256 or Theatre 255-256.) *Alternate years: 1979-80.*

Eng. 257-258 Great Novels 2 hours each

Study of masterpieces of the novel in Europe from the beginnings to the present. Novels are read in modern English translations. (May be taken for credit as Foreign Language 257-258.)

Eng. 261-262 British Novel 2 hours each

Development of the British novel from the 18th century to the present. 261: Defoe through Dickens. 262: Hardy to the present.

Eng. 263-264 American Novel 2 hours each

Development of the American novel from the 19th century to the present. 263: Beginnings through World War I. 264: 1920s to the present.

Eng. 270 Shakespeare 4 hours

Rapid reading of the major plays with emphasis upon Shakespeare's themes, motifs, language, and characterization. (May be taken for credit as Theatre 270.)

Eng. 273 British Drama to 1901 2 hours

Development of drama in the British Isles from the Middle Ages through the Victorian period. (May be taken for credit as Theatre 273.) *Alternate years: 1979-80.*

Eng. 274 British and American Drama in the Twentieth Century 2 hours

Development of British and American drama since the beginning of the twentieth century. (May be taken for credit as Theatre 274.) *Alternate years: 1979-80.*

Eng. 280-289 Colloquium in Literature 2 or 4 hours each

Courses for the discussion of special topics in literature. *Enrollment in each course limited to 20 students.*

Eng. 280 Major Women Novelists 4 hours

Study of the works of some of the important women novelists of Britain and America. Among the writers considered are Austen, the Brontes, Chopin, Woolf, and O'Connor.

Eng. 281 King Arthur: Past and Present 2 hours

Examination of the ways in which English, European, and American poets and novelists have used the legend of King Arthur. Readings include selections from Malory's *Morte D'Arthur*, Tennyson's *Idylls of the King*, Twain's *A Connecticut Yankee in King Arthur's Court*, and White's *The Once and Future King*. *Alternate years: 1979-80.*

Eng. 285 Meditative Poetry 4 hours

Study of the poetry of Donne, Blake, Hopkins, Eliot, Ginsberg, and others. Special emphasis will be placed on the relation of their poetry to both Western and Eastern meditation and mysticism. (May be taken for credit as R.S. 285.)

Eng. 286 Cosmic Warfare 4 hours

Study of some presentations of the struggle between good and evil in epics of the past and in modern novels. Reading will include *Beowulf*, *Paradise Lost*, and selections from the Work of C.S. Lewis, J.R.R. Tolkien, and Charles Williams. (May be taken for credit as R.S. 286.)

Eng. 290 Literature and Adolescence 2 hours

Study of important works about or of special interest to young people of junior high school through high school age. Techniques of presenting the works are considered. Readings are primarily in short stories and novels. Required for students preparing to teach secondary school English. (May be taken for credit as Ed. 343.)

Eng. 444 Age of Johnson 4 hours

Study of the major prose, poetry, and drama of the mid-eighteenth century with emphasis upon the work of Samuel Johnson and the members of his circle, including Boswell, Goldsmith, and others. *Alternate years: 1979-80.*

Eng. 445 Romantic Poets 4 hours

Close examination of the work of Wordsworth, Coleridge, Keats, Shelley, Byron and some of their contemporaries.

Eng. 450-450 Seminar in American Literature 2 or 4 hours each

Advanced study of a period, movement, or tradition in American literature. *Prerequisite: previous study of the period, movement, or tradition in a survey course. Enrollment in each course limited to 12 students.*

Eng. 451 American Literature Between the World Wars 4 hours

A study of the major developments in American fiction, drama, and poetry between World War I and World War II. Emphasis is on the work of such writers as Stein, Anderson, Hemingway, Fitzgerald, Faulkner, Steinbeck, O'Neill, Pound, Eliot, Crane, Cummings, and Williams.

Eng. 456 Regionalism and Local Color 2 hours

Study of the Regionalist and Local Color writers of the late nineteenth century. Emphasis is on the fiction, especially short stories and sketches, of Kate Chopin, Sarah Orne Jewett, Bret Harte, and Hamlin Garland.

Eng. 477 Senior Seminar

Reading and research designed to help students review and organize their knowledge of literature. *Prerequisites: English 140 or 150, 325-326, 330, 341-342.*

Eng. 478 Directed Reading 2 hours

Independent reading to broaden the student's understanding of specific areas of literature. Offered only on a credit-no credit basis.

Eng. 480 Methods of Teaching English 2 hours

Teaching of high school composition and literature. Literary analysis, systems of grammar, and reading improvement. (May be taken for credit as Education 480.)

Eng. 482 Teaching Reading in the Middle and Secondary School 2 hours

(See Education 340.)

Eng. 484 Methods of Teaching English as a Foreign Language 2 hours

Directed study of techniques for teaching English vocabulary, spelling, and grammar to native speakers of other languages. Practical experience through tutoring. (May be taken for credit as Education 484.) *Offered upon request.*

Eng. 487-488 Independent Study 2 or 4 hours each

Individual study in any area of English for which the student is qualified. Independent study is offered only in areas not included in other courses in the department. *Prerequisites: Adequate preparation to undertake the study as determined by the instructor; permission of the chairman of the department.*

Eng. 490 Senior Project 2 or 4 hours

Generally consists of a major critical paper on a topic developed from at least one of the student's elective courses in the department. During the junior year, the student should determine an area of interest and make a preliminary investigation of it after consulting with his or her mentor (the faculty member best qualified to assist in the project). Reading and research should continue during the student's senior year, and much of the final semester should be devoted to preparation of the paper. Sometimes, the project may take other forms. Students wishing to undertake an unusual project must consult with the chairman of the department no later than the beginning of the fourth semester. Credit for the senior project is not included in the total number of hours required for concentration in English.

Fine Arts

John R. Taylor, *Chairman*
William P. Crosbie

AIMS

The Fine Arts Department is not a separate faculty; it draws upon the faculties and curricula of the Department of Art, Communications, Music, Philosophy, and Theatre. Its aims are to give expression to the aesthetic unity of the various forms and modes of art, and to permit students to pursue a non-professional interest in these fields.

REQUIREMENTS FOR FIELD OF CONCENTRATION

All students concentrating in Fine Arts must take Fine Arts 201-202; Art 200; Theatre 275, 276, 277, or 278; Music 101 or 111; Philosophy 368; Fine Arts 477; and a Senior Project. In addition, at least six courses must be elected from at least two of the following categories, with an emphasis (four courses) in one of the categories.

1. Art: advanced art studio and art history courses
2. Music: music theory and music literature courses
3. Communications: basic speech courses
4. Theatre: advanced theatre courses

Students electing this field of concentration would normally be expected to participate in performance and practice activities provided through extracurricular programs, especially in their area of emphasis.

Students primarily interested in art or music should also consult the sections of this catalog dealing with fields of concentration in those departments.

F.A. 201-202 Introduction to the Arts 4 hours each
Introduction to the elements of the graphic and plastic arts and music and to the organization of these elements in works of art through the examination of representative master works of western art from all ages. Consideration is also given to aesthetic functions and values. The sequence is chronological, the first semester extending to the mid-18th century, the second, from that point to the present.

F.A. 416 The Lyric Stage 2 hours
This course is designed to introduce the general student to operatic techniques and conventions. The principle emphasis will be on the ways in which music enhances dramatic elements in operas of Mozart and Verdi. No technical knowledge of music is required.

F.A. 477 Seminar 2 hours
Review of the fine arts area concentrating upon the student's field of emphasis, largely in preparation for the senior comprehensive examination. Required of all seniors in the fine arts field.

F.A. 487-488 Independent Study 2-4 hours

F.A. 490 Senior Project 2 hours
Independent, student-initiated project which may be either research or creative work.



Foreign Languages

Leonora B. Cayard, *Chairman*

Pauline R. Nelson (*Sabbatical, First Semester, 1978-1979.*)

Humberto Risso

Marjorie T. Carty

Alain G. deSarran

AIMS

To familiarize students with the language and literature of the French, German, and Spanish speaking peoples; to help students understand a culture other than their own; and to assist students in preparing for careers requiring foreign language skills. The program also provides students interested in research with a reading knowledge of a foreign language, and it helps travelers to foreign countries acquire basic conversation skills.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN FRENCH, GERMAN, OR SPANISH

A minimum of 24 hours in the target language (not including French 101-102, German 101-102, or Spanish 101-102) plus Foreign Language 425, and a Senior Project.

A working knowledge of a foreign language other than the one chosen as the field of concentration is recommended. Every student is required to spend a minimum of one semester studying in a country where his or her major foreign language is spoken. Students expecting to teach a foreign language must complete Foreign Language 480 and the appropriate civilization and survey of literature courses.

Foreign Language majors should consider a strong second field in an area related to career goals.

Only students who have completed the following courses or their equivalents will be recommended for state certification to teach French, German or Spanish in secondary school. French — major: Fr. 101, 102, 200, either 300 or 301, 313, either 351 or 352, F. L. 425, 480 and any other four hours in French. Second field: Fr. 101, 102, 200, either 300 or 301, either 351 or 352, F. L. 480 and any other four hours of French. German — major: Ger. 101, 102, 200, either 300 or 301, 312, 350, F. L. 425, 480 and any other four hours in German. Second field: Ger. 101, 102, 200, either 300 or 301, 350. F. L. 480 and any other four hours of German. Spanish — major: Sp. 101, 102, 200, either 300 or 301, 351 or 352, 310 or 311, F. L. 425, 480 and any other six hours of Spanish. Second field: Sp. 101, 102, 200, either 300 or 301, 351 or 352, F. L. 480 and any other four hours in Spanish. See the Education Department listings for required Professional Education courses. A second teaching field is required.

FRENCH

Fr. 101 Basic French I 4 hours
Fundamentals of grammar, pronunciation, and composition. Emphasis on audio-oral approach to develop basic skills of comprehension, speaking, writing, and reading. One hour of lab per week in addition to four hours of classroom work. Intended primarily for students who have no acquaintance with the language. *Offered each fall semester.*

Fr. 102 Basic French II 4 hours
Continuation of French 101. *Prerequisite: Fr. 101 or equivalent. Offered each spring semester.*

Fr. 200 Intermediate French 4 hours
Continuation of Fr. 102, with an introduction to culture and literature. One hour of lab per week in addition to four hours of classroom work. *Prerequisite: Fr. 102 or equivalent. Offered each fall semester.*

**Fr. 300 Conversation and Composition:
The Living Language** 4 hours
French and American life styles are compared through discussions, skits, and compositions designed to improve the student's communication skills in French. Topics center around school, home life, and interpersonal relationships. A feature of this course is participation in the weekly meeting of the French Club at the dinner hour. *Prerequisite: Fr. 200 or equivalent. Offered Spring 1979-80.*

**Fr. 301 Conversation and Composition:
Modern France** 4 hours
While improving skills of spoken and written communications in French, the student becomes acquainted with the nature and concerns of modern France. A feature of this course is participation in the weekly meeting of the French Club at the dinner hour. *Prerequisite: Fr. 200 or equivalent. Offered Spring 1978-79.*

Fr. 311 Masterpieces of French Literature 2 hours
Highlights of French literature from Voltaire to Sartre as it seeks to examine the human condition. Readings and discussion in English. (May be taken for credit as English 245 or for four hours of credit as part of the Paris Semester.) *Offered Fall 1979-80.*

Fr. 313 French Civilization 4 hours
Introduction to France and its culture, with special attention to its history, literature, theatre, art, and music. Readings and discussions in English. (May be taken for credit as Social Science 313 or as a part of the Paris Semester.) *Offered Spring 1978-79.*

Fr. 351 Survey of French Literature I 4 hours
Survey of French literature from the earliest periods to the end of the 18th century. Readings in French from an anthology and certain reference works. Conducted in French. *Prerequisite: Fr. 200 or equivalent. Alternate years: Fall 1979-80.*

Fr. 352 Survey of French Literature II 4 hours

Survey of French literature of the 19th and 20th centuries. Introduction to *explication de texte* techniques. Readings in French from an anthology and certain reference works. Conducted in French. *Prerequisite: Fr. 200 or equivalent. Alternate years: Spring 1979-80.*

Fr. 360 French on Stage 2 hours

Students analyze, produce, and present to the public a full-length theatrical production in French. *Prerequisite: a reading knowledge of French. Fr. 300 or 301 recommended. Offered each spring semester.*

Fr. 400 Advanced French Grammar 2 hours

To facilitate correctness in writing and speaking the grammatical structure of the French language is examined. *Prerequisite: Fr. 200 or equivalent. Alternate years: Fall 1978-79.*

Literary Studies

Seminars highlighting major literary movements and genres from France's past and present.

Fr. 411 19th Century Novel 2 hours

French romanticism, realism, and naturalism are examined through the works of such novelists as Hugo, Stendhal, Flaubert, Balzac, and Zola. Conducted in French. *Prerequisite: A good reading knowledge of French. Fr. 351 or 352 is recommended. Alternate years: Fall. 1980-81.*

Fr. 412 Contemporary Novel 2 hours

Study of the development of 20th century French fiction, from Proust and Gide to the New Novel. Conducted in French. *Prerequisite: A good reading knowledge of French. Fr. 351 or 352 is recommended. Alternate years: Spring 1981-82.*

Fr. 413 Philosophers of the French Enlightenment 2 hours

Examination of representative works by major 18th century French thinkers, including Montesquieu, Voltaire, Diderot, and Rousseau. Conducted in French. *Prerequisite: A good reading knowledge of French. Fr. 351 or 352 is recommended. Alternate years: Fall 1978-79.*

Fr. 414 French Existentialism in Literature 2 hours

Study of France's existentialists, including Sartre, Camus, and de Beauvoir. Conducted in French. *Prerequisite: A good reading knowledge of French. Fr. 351 or 352 is recommended. Alternate years: Spring 1978-79.*

Fr. 415 17th Century Classical Theatre 2 hours

Study of the great classical dramatists of France: Corneille, Moliere, and Racine. Conducted in French. *Prerequisite: A good reading knowledge of French. Fr. 351 or 352 recommended. Alternate years: Spring 1979-80.*

Fr. 416 Poetry: From Romanticism to Surrealism 2 hours

Analysis of 19th and early 20th century French poetry, including the works of Lamartine, Hugo, Gautier, Baudelaire, Rimbaud, Apollinaire, Breton, and others. Conducted in French. *Prerequisite: A good reading knowledge of French. Fr. 351 or 352 is recommended. Alternate years: Spring 1980-81.*

Fr. 487-488 Independent Study 2 or 4 hours each**Fr. 490 Senior Project** 2-8 hours

GERMAN

Ger. 101 Basic German I 4 hours

Fundamental pronunciation, grammar, and reading. Emphasis on audio-oral approach to develop basic skills of comprehension, speaking, reading, and writing. One hour of lab work plus four hours of classroom work per week. Primarily for students who have no acquaintance with the language. *Offered each fall semester.*

Ger. 102 Basic German II 4 hours

Continuation of German 101. *Prerequisite: Ger. 101 or equivalent. Offered each spring semester.*

Ger. 200 Intermediate German 4 hours

Grammar review, reading, speaking, writing. Introduction to contemporary German writers. One hour of lab work in addition to four hours of classroom work per week. *Prerequisite: Ger. 101-102 or equivalent. Offered each fall semester.*

Ger. 300 Conversation and Composition I 4 hours

Discussion of life in Germany. Designed to improve communication skills. Brief oral and written reports. A feature of this course is participation in the weekly meeting of the German Club at the dinner hour. *Prerequisite: Ger. 200 or equivalent. Offered Spring 1979-80.*

Ger. 301 Conversation and Composition II 4 hours

While improving skills of spoken and written communication in German, the student will discuss contemporary problems. Much of the material discussed will be taken from current newspapers and magazines. A feature of this course is participation in the weekly meeting of the German Club at the dinner hour. *Prerequisite: Ger. 200 or equivalent. Offered Spring 1978-79.*

Ger. 302 German Business Correspondence 2 hours

Designed to prepare students for possible employment in German-American firms through the development of skills in business letter writing and familiarization with German technical terms in business and banking. *Prerequisite: Ger. 200 or equivalent. Offered Spring 1979-80.*

Ger. 306 Modern German Short Stories 2 hours

Selected stories by Kafka, Brecht, and Böll are read and discussed in German. *Prerequisite: Ger. 200 or equivalent. Offered Fall 1979-80, first half of the semester.*

Ger. 308 Modern German Dramas 2 hours

Plays by modern authors, including Brecht and Dürrenmatt, are read and discussed in German. *Prerequisite: Ger. 200 or equivalent. Offered Fall 1979-80, second half of the semester.*

Ger. 312 German Civilization 4 hours

Designed to acquaint the student with the history, culture, and people of the German speaking countries, the two Germanies, Switzerland, and Austria. Conducted in English. (May be taken for credit as Social Science 312.) *Offered Spring 1979-80.*

Ger. 350 Survey of German Literature 4 hours

Great authors and works of German literature from the beginnings to the present. Readings in German from an anthology. Conducted in German. *Prerequisite: Ger. 200. Offered Spring 1978-79.*

Ger. 413 German Literature in the 20th Century 4 hours

Introduction to some of the chief authors, works, and literary movements of the 20th century. Readings (in German) include representative works by Mann, Kafka, Hesse, Grass, and Böll. *Prerequisite: A good reading knowledge of German. Ger. 350 is recommended. Offered Fall, 1978-79.*

Ger. 487-488 Independent Study 2 or 4 hours each

Ger. 490 Senior Project 2-8 hours

SPANISH

Span. 101 Basic Spanish I 4 hours

Fundamentals of pronunciation, grammar, reading, and composition. Emphasis on audio-oral approach to develop basic skills of comprehension, speaking, reading, and writing. One hour of lab per week in addition to four hours of classroom work. Intended primarily for students who have no acquaintance with the language. *Offered each fall semester.*

Span. 102 Basic Spanish II 4 hours

Continuation of Spanish 101. *Prerequisite: Span. 101. Offered each spring semester.*

Span. 200 Intermediate Spanish 4 hours

Grammar review, speaking, writing, and introduction to great works of literature. One hour of lab per week in addition to four hours of classroom work. *Prerequisite: Span. 101-102 or equivalent. Offered each fall semester.*

Span. 300 Spanish Conversation and Composition I: The Civilization of Spain 4 hours

Intensive training in spoken and written Spanish emphasizing the civilization and history of Spain. Oral and written reports and discussion. A feature of this course is participation in the weekly meeting of the Spanish Club at the dinner hour. *Prerequisite: Span. 200 or equivalent. Offered each fall semester.*

Span. 301 Spanish Conversation and Composition II: The Civilization of Latin America 4 hours

Intensive training in spoken and written Spanish emphasizing the cultural heritage and history of Latin America. Oral and written reports and discussion. A feature of this course is participation in the weekly meeting of the Spanish Club at the dinner hour. *Prerequisite: Span. 200. Offered each spring semester.*

Span. 302 International Spanish Correspondence 4 hours

Designed to prepare students of Spanish for possible employment in international government and commercial professions through the development of skills in business and diplomatic letter writing, familiarization with technical Spanish terms, instruction in methods of modern translation, and comprehensive preparation for bilingual positions. *Offered each spring semester.*

Span. 310 Spanish American Civilization 2 hours

Development of Latin America from the pre-Columbian era to the present day in art, music, drama, history, and literature. Each student does research on a specific project selected in consultation with the instructor. Conducted in English. *Offered Spring 1980-81.*

Span. 311 Spanish Civilization 2 or 4 hours

Spain's influence on the history, art, music, drama, literature, and science of the world. Each student does research on a specific project selected in consultation with the instructor. Conducted in English. *Offered Spring 1979-80.*

Span. 351 Survey of Spanish American Literature 4 hours

Great authors and works of Spanish American literature from the beginning to the present. Conducted in Spanish. *Prerequisite: Span. 200 or equivalent. Offered Spring 1978-79.*

Span. 352 Literature of Spain: Survey 4 hours

Great authors and works of Spanish literature from the beginning to the present. Conducted in Spanish. *Prerequisite: Span. 200 or equivalent. Offered Spring 1979-80.*



Literary Studies

Span. 401 Short Story in Spanish America 2 hours

Study of the struggle of man to determine his own destiny in the complex society of Spanish America through the short story. *Prerequisite: Span. 200 or equivalent.*

Span. 402 Modern Spanish American Drama 2 hours

Study of contemporary Spanish American plays, their effect on Hispanic culture, and their presentation of modern problems. *Prerequisite: Span. 200 or equivalent.*

Span. 403 Literature of Spain: The Generation of '98 and the 20th Century 2 hours

Works of the novelists and philosophers who searched for the reasons for Spain's decline at the end of the 19th century, and of representative authors of the 20th century. *Prerequisite: Span. 200 or equivalent.*

Span. 406 Contemporary Novel in Spanish America 2 hours

Survey of modern novels and their expression of important aspects of Latin American life. *Prerequisite: Span. 200 or equivalent.*

Span. 451 Literature of Spain: 19th Century Romantics 2 hours

Poetry, plays, and legends from the first half of the 19th century. *Prerequisite: Span. 200 or equivalent.*

Span. 452 Literature of Spain: 19th Century Realists 2 hours

The regional novel of customs. Psychological, social, and thesis novels of the last half of the 19th century. *Prerequisite: Span. 200 or equivalent.*

Span. 453 Literature of Spain: The Golden Age 2 hours

Poetry and drama of the 16th and 17th centuries when Spain was at its artistic and literary height. *Prerequisite: Span. 200 or equivalent.*

Span. 454 Literature of Spain: Don Quixote 2 hours

Cervantes' masterpiece presenting the contrast of idealism and imagination versus realism and practicality in a great novel. *Prerequisite: Span. 200 or equivalent.*

Span. 487-488 Independent Study 2 or 4 hours each

Span. 490 Senior Project 2-8 hours



GREEK

Gr. 301 Hellenistic Greek I 4 hours

Introduction to the grammar of the Greek language in the Hellenistic Age. Primary emphasis is placed on the structure of the Greek of the New Testament. *Offered Fall 1979-80.*

Gr. 302 Hellenistic Greek II 4 hours

Continuation of Gr. 301 with greater emphasis upon syntax and reading of the Greek New Testament. *Offered Spring 1979-80.*

Gr. 401 Hellenistic Greek Readings I 4 hours

For students who have had a basic course in the Greek language. Facilitates the reading and interpretation of texts from the Septuagint, the New Testament, papyri, and early Christian writers. *Offered Fall 1978-79.*

Gr. 402 Hellenistic Greek Readings II 4 hours

Continuation of Gr. 401 with readings in early Christian literature. *Offered Spring 1978-79.*

Gr. 487-488 Independent Study 2 or 4 hours each

FOREIGN LANGUAGE

F.L. 115-J Caribbean Culture 2 hours

Study of representative works of 20th century authors of the Caribbean islands of Cuba, Jamaica, Haiti, Dominican Republic, Puerto Rico, and the Lesser Antilles. The French, Spanish, and Dutch writings are available in translation. Taught on St. Croix, one of the Virgin Islands, during the second and third weeks of January.

F.L. 251 Classical Literature 2 hours

(See English 251.)

F.L. 252 Medieval Literature 2 hours

(See English 252.)

F.L. 255-256 Great Plays 2 hours each

(See English 255-256.)

F.L. 257-258 Great Novels 2 hours each

(See English 257-258.)

F.L. 403 Reading and Research in the Foreign Press 2 hours

(See Communications 403.)

F.L. 425 Introduction to Linguistic Development of Languages 2 hours

Basic concepts and terminology of linguistics. Development of English, French, German, and Spanish from the Indo-European to modern times. Required of all majors in the department. *Open to other students with permission of the instructor. Offered each spring semester.*

F.L. 480 Methods and Materials in Teaching Foreign Languages 2 hours

Methods, teaching materials, lesson planning, and extracurricular activities necessary for the teacher of French, German, or Spanish as a foreign language. (May be taken for credit as Education 480.) *Offered first half of each spring semester.*

F.L. 487-488 Independent Study in Foreign Languages 2 or 4 hours



General Sciences

The division of General Sciences is a grouping of courses only. It is not a department and does not offer a field of concentration. It provides a number of programs, many of which are interdisciplinary in nature, designed principally for non-science majors. Some of these courses, however, such as the history of science, are excellent supplements to the college programs of science majors. In addition, special courses are offered for those who are interested in the teaching of science at the secondary school level.

Only students who have completed the following courses or their equivalents will be recommended for state certification to teach General Science in the secondary school: Bio. 100, 101, 102, 103. Chem. 101, 102. Physics 101, 102 or 201, 202. G.S. 201, 480. See the Education Department listings for required Professional Education courses. A second teaching field is required.

G.S. 101 Natural Philosophy

4 hours

Examination of the physical universe and man's place in it through an emphasis upon the ways in which the physical sciences have altered and are now altering man's understanding of the universe.

G.S. 102 Physical Science

4 hours

A course emphasizing an understanding of chemical concepts relevant to our everyday lives. At the end of this course, a student should be able to analyze and discuss magazine and newspaper articles dealing with the subjects related to chemistry. This course is designed for non-science students.

G.S. 201 Astronomy

4 hours

Non-technical course in descriptive astronomy and cosmology, including such topics as the solar system, stars, galactic systems, telescope, rocketry, and space travel. *Alternate years: 1978-79.*



G.S. 202 Physical and Cultural Geography

4 hours

Study of the physical processes tending to alter the climate and surface features of the earth and their consequent effects upon human populations. *Alternate years: 1978-79.*

G.S. 209 History and Philosophy of Science

4 hours

Study of some of the major ideas conceived by western man in attempting to comprehend and describe the natural world. (May be taken for credit as Philosophy 353.) *Prerequisite: one year of college level science or permission of the instructor. Alternate years: 1978-79.*

G.S. 210 Science, Technology, and Society 4 hours

Historical examination of the effects of scientific and technological innovations upon various societies, emphasis being placed upon technology and science of the western world since 1850.

G.S. 211 Energy, Conservation and the Environment 2 hours

This course will examine the energy supply/demand and environmental problems facing our society in the future, as well as the necessity of conservation of present resources. The interrelationships between energy available and economic, political, social and technological systems also will be explored.

G.S. 480 Methods and Materials in Teaching Physical and Life Sciences 4 hours

Aims and methods of teaching the physical and life sciences in the secondary schools. Special attention is given to teaching general laboratory procedures and techniques of teaching. Each of the departments in the physical and life sciences participates in the program. *Prerequisite: 16 hours in one of the physical or life sciences or permission of the instructor.*

G.S. 487-488 Independent Study 2 or 4 hours each

GEOGRAPHY

(See General Science 202 and Social Science 302.)

HEURISTICS

Heuristics 301-302 2 hours each

Investigation and discovery of methodologies of problem-solving within a broad spectrum of academic disciplines and pragmatic pursuits. *Not open to freshmen.*



HISTORY AND POLITICAL SCIENCE

William L. Young, *Chairman*
A. Roy Kirkpatrick
John W. Lozier
Della W. Sheldon
Wallace Witham

AIMS

To present the origin and development of institutions and ideas; to point out the great traditions that are molding our thought and action today; and to gain a better perspective of our political, economic, cultural, and social life. The courses in political science are intended to acquaint the student with political institutions and political problems in the United States and the world today.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN HISTORY

Twelve hours in European history, including History 301-302, 12 hours of American history, including History 201-202. Four hours in political science, four hours in either African or Asian or Latin American history, History 477, and a Senior Project. Students planning to attend graduate or professional schools should anticipate possible requirements in the areas of foreign language, statistics, accounting, and computer technology.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN POLITICAL SCIENCE AND HISTORY

Students selecting a field of concentration in this area are required to take Political Science 225, 328, 357, 478; History 201-202, 302 (with History 100 or

301 as possible substitutes when necessary); plus 16 additional hours selected from the area of political science, including a Senior Project. Students planning to attend law school, graduate school, or other professional schools should anticipate possible requirements in such areas as foreign language, statistics, economics, accounting, and computer technology.

European and World History

Hist. 100 Western Civilization 4 hours
A survey of the Greek, Roman, Medieval and modern periods of western history. Cultural, diplomatic, economic, social and political topics are considered.

Hist. 297-298 Special Studies in History 2 or 4 hours
Designed to permit students to study with various faculty members in the department or with visiting instructors or other competent foreign visitors.

Hist. 301-302 Modern European History 4 hours each
Survey of European civilization from the Renaissance to the present. Second semester begins with 1815.



**Hist. 325 British History to the
18th Century**

4 hours

Study of the structure and growth of British society from Roman Britain to the Glorious Revolution of 1688. Topics such as Anglo-Saxon England, the nature of medieval kingship, the evolution of parliament, the English Reformation, and the causes and nature of the 17th century revolutions will be examined.

**Hist. 326 British History Since
the 17th Century**

4 hours

Study of the structure and growth of British society from 1688 to the present. Topics such as the nature of 18th century politics, the Industrial Revolution, liberal and Victorian England, the impact of the World Wars on British society, and the "Irish Question" will be examined.

**Hist. 351 Ancient Near Eastern
Civilization**

4 hours

(See Religious Studies 351.)

Hist. 353 Hellenistic Civilization

4 hours

(See Religious Studies 353.)

**Hist. 371 Introduction to African
Civilization**

4 hours

Historical survey of the peoples, nations, kingdoms, and empires of sub-saharan Africa from prehistory to the beginning of the colonial period. The cultural, religious, and political life of the African peoples is considered.

Hist. 372 Modern African States

2 hours

Study of the growth and evolution of the modern African states from colonial possessions to independent nations. The problems facing Africa in the modern world are examined.

**Hist. 381 History of the Middle East
and North Africa**

2 hours

Historical survey of the rise of the Islamic empires from the time of the Prophet, including the Caliphates, the classical period of Islam, and the Ottoman rule to the end of World War II.

**Hist. 382 Cultural Life in the
Middle East and North Africa**

2 hours

Study of the cultural developments and impact of Islamic, civilization, including religion, art, literature, philosophy, and law.

**Hist. 385 History and Culture
of East Asia**

4 hours

Study of the history and culture of East Asia with special emphasis on China and Japan. During the first section of the course, cultural matters will be examined within the context of the pre-modern period (4000 B.C.-1600 A.D.). Most of the class time will be devoted to a study of historical developments during the early modern and modern periods (1600-1945), especially in relation to such issues as international relations and modernization. *Prerequisite: One survey course in American or European history.*

Hist. 428 The Middle Ages

4 hours

Study of the decline of ancient civilization, the Byzantine and Islamic cultures, and especially the development of Western Europe to the 14th century.

**Hist. 468 Revolution and Reaction
in Modern History**

4 hours

Comparative study of the English, American, French, and Russian revolutions. Emphasis is placed on the origins and characteristics of revolutions, the roles of revolutionary leaders, and the relationship of the 17th, 18th, and 19th century revolutions to contemporary struggles in the third world.



American History

Hist. 201-202 U.S. History 4 hours each

Political, economic, and social growth of America. First semester covers the period of exploration to 1865; second semester from 1865 to the present.

Hist. 225 West Virginia History, Government, and Geography 2 hours

History of the western section of Virginia to the Civil War and the history and government of West Virginia to the present. The physical, political, and social geography of the state is included. Field trips to various sections of the state are included as part of the course.

Hist. 341 Development of the American Nation 4 hours

History of the U.S. from 1816 to 1850. Considers the growth of American nationalism following the War of 1812; the rise of Jacksonian Democracy and the effects of that movement through the Polk administration.

Hist. 342 Age of Big Business 4 hours

Political, social, and economic history of the U.S. from 1865 to 1914. Emphasis is placed on the growth of industrialism during this period and the resulting attempts at social reform.

Hist. 344 Civil War and Reconstruction 4 hours

Study of the coming of the Civil War and the period of Reconstruction to 1877. Attention is devoted to the evolution of the slavery controversy, the constitutional questions of nullification and secession, the development of Southern nationalism, an analysis of Civil War causation, the campaigns of the war, and the objectives and programs of Presidential and Congressional Reconstruction. *Prerequisite: Hist. 201 or its equivalent.*

Hist. 423 Contemporary U.S. History 4 hours

The history of the United States since 1945. The course will include a brief review of the Progressive Era, the 1920s and the New Deal. Films, records, contemporary magazines, scholarly journals and newspapers will be used in addition to the text books.



Hist. 426 Introduction to Latin America 2 hours

Study of the geography, politics, social composition, economic structure, and problems of modern Latin America.

Hist. 427 History of Latin America 2 hours

Introduction to the pre-Columbian, Colonial, and Republican history of Latin America.

Hist. 477 Historical Writings and Methods 2 hours

Study of the major works of the ancient, medieval, and modern European and American historians with emphasis on the various schools and methods of interpretation. The student also receives an introduction to the nature and methods of history as an intellectual discipline. Emphasis is placed on the technique of historical research, and the art of expression and critical analysis.

Hist. 487-488 Independent Study 2 or 4 hours each

Hist. 490 Senior Project 2-6 hours

Begins first semester of the senior year.

POLITICAL SCIENCE

Pol. Sci. 225 American Government 4 hours

Introduction to the formal and informal institutions and processes which comprise the American political system at the national level. Emphasis is placed on the mechanics of policy making and the behavior and attitudes of the American electorate.

Pol. Sci. 226 State and Local Government 2 hours

Study of the government and politics of states and local political sub divisions. Attention is given to the federal-state relationship, interstate relationships, and relationships between state and local governments, as well as to the structure, organization, functions, and problems of state and local governments.

Pol. Sci. 300 Public Administration 4 hours

An examination of the basic concerns of American public agencies, principally federal; problems of planning, organization, staffing and efficiency; problems of their proper place in the political arena; problems of relating democratic principles of administrative actions.

Pol. Sci. 328 Comparative Government 4 hours

Survey of the major approaches to the study of political systems, with attention to similarities and differences. Focuses on political parties, governmental institutions, ideologies, elites, interest groups, and political culture. The material involves specific case studies of representative countries in Western and Eastern Europe, the Soviet Union, Asia, Africa, Latin America, and the Middle East.

Pol. Sci. 339 American Political Parties 4 hours

Study of major and minor political parties in the U.S. Attention is given to the history, structure, functions, tactics, and financing of political parties in a democratic system, as well as to the American electoral process; and a brief look at foreign party systems. The role of interest or pressure groups in a democratic pluralist society is also given major attention. Pol. Sci. 225 or Hist. 201-202 are recommended for background in the field.

Pol. Sci. 341 U.S. Foreign Policy 2 hours

Examination of the personalities, assumptions, and mechanics behind the making of U.S. foreign policy since World War II. The material provides a framework for analyzing and evaluating various interpretations of national security and subsequent international commitments. Reference is made to particular examples of foreign policies, such as the Truman Doctrine, Korea, Vietnam, and Sino-American and U.S. Soviet relations. *Prerequisite: Pol. Sci. 225 or permission of the instructor.*

Pol. Sci. 343 International Politics 4 hours

Analysis of the factors involved in the decision-making process among nations, traditionally and in a global perspective. This analysis is applied to theoretical, historical, and current political situations.

Pol. Sci. 357 History of Political Philosophy 4 hours

Survey of the major literature in the evolution of political philosophy from the classical period to Karl Marx, with an attempt to gain perspective on both the eastern and western traditions. A special effort is made to relate the principal concepts in political philosophy, such as justice, freedom, and equality, to contemporary politics.

Pol. Sci. 371 Modern Political Ideologies 4 hours

Survey and analysis of the literature of prevalent 20th century ideologies, including communism, socialism, pacifism, anarchism, and democracy. *Prerequisite: Pol. Sci. 357 or permission of the instructor.*

Pol. Sci. 372 Modern African States 2 hours

Study of the growth and evolution of the modern African states from colonial possessions to independent nations. The problems facing Africa in the modern world are examined.

Pol. Sci. 392 Contemporary East Asian Politics 4 hours

Introduction to the two predominant political styles of East Asia in the post-war period with special attention to the political, cultural, social, and economic characteristics of Japanese democracy and Chinese communism.

Pol. Sci. 426 Introduction to Latin America 2 hours
Study of the geography, politics, social composition, economic structure, and problems of modern Latin America.

Pol. Sci. 465 Constitutional Law 4 hours
Study of the judicial elaboration and interpretation of the U.S. Constitution. A case study approach to the historical development of American constitutional principles. Pol. Sci. 225 or Hist. 201-202 are recommended for background in the field.

**Pol. Sci. 468 Revolution and Reaction
in Modern History** 4 hours
(See History 468.)

**Pol. Sci. 478 Research Methods in
Political Science** 4 hours
Consideration of the scope of political science through a survey of the prominent research in the field. Attention will be given to the "scientific" dimension of this work including reference to computer-assisted political analysis.

**Pol. Sci. 487-488 Independent
Study** 2 or 4 hours each

Pol. Sci. 490 Senior Project 2-6 hours
Begins first semester of the senior year.



Interdisciplinary Studies

Larry E. Grimes, *Director*

AIMS

The interdisciplinary studies program recognizes that some students are more likely to achieve the goals of an "integrated education" and a "self-examined life," as set forth in the Bethany Plan, by designing their own cross-disciplinary field of concentration. The aim of the program is to facilitate such study by providing the machinery needed for its implementation and evaluation; by aiding the student in the study of interdisciplinary methods and problems; by critically evaluating the student's grasp of methods and materials of various disciplines; and by requiring the student to integrate his or her knowledge of materials and methods, derived from various disciplines, around a single problem or idea.

REQUIREMENTS FOR FIELD OF CONCENTRATION

The interdisciplinary studies program is designed to facilitate the faculty-sponsored or student-initiated program of study that cuts across departmental lines. The initiator of the program is responsible for establishing the content of the special curriculum, for stating the goals of the special curriculum, and for justifying the creation of a special curriculum. The Committee on Interdisciplinary Study approves or rejects the curriculum proposal. The program must include at least 24 hours (excluding the Senior Project) in an approved

core curriculum. The special curriculum may not exceed 72 hours. No more than 48 hours in any one department will be counted toward graduation. All work is supervised by the director of interdisciplinary studies. The director serves as the student's academic advisor throughout the program of study.

ADMISSION TO THE INTERDISCIPLINARY STUDIES PROGRAM

It is recommended that all proposals for admission to the program be submitted to the director on or before the last day of the last semester of the student's sophomore year. Students who apply after this date may find that it will take them an extra

summer or an extra semester to meet all requirements for graduation.

Student proposals must follow the outline provided by the Committee on Interdisciplinary Study and must be accompanied by proper supporting documents.

All proposals should be prepared in consultation with the director of interdisciplinary studies.

SENIOR YEAR

Senior Comprehensive Examination: Students must have completed at least 24 hours of study in their special curriculum (including all courses designed as required in the original proposal) before they are eligible to take the examination.

The Senior Comprehensive Examination will be designed to measure the student's grasp of methods and materials basic to the disciplines emphasized in the core curriculum; to test the student's capacity for integrating materials and methods from the various disciplines; and to allow the student to evaluate the success of the special curriculum in light of his or her stated goals.

Senior Project: Students who wish to do 4-8 hour Senior Projects must have their programs approved by the director on or before the last day of the last semester of their junior year.

I.S. 100 Freshman Interdisciplinary Lecture 4 hours
(See page 61 for descriptions of freshman interdisciplinary lectures.)

I.S. 487-488 Independent Study 2 or 4 hours

I.S. 490 Senior Project 4-8 hours



Library

Larry J. Frye, *Director*

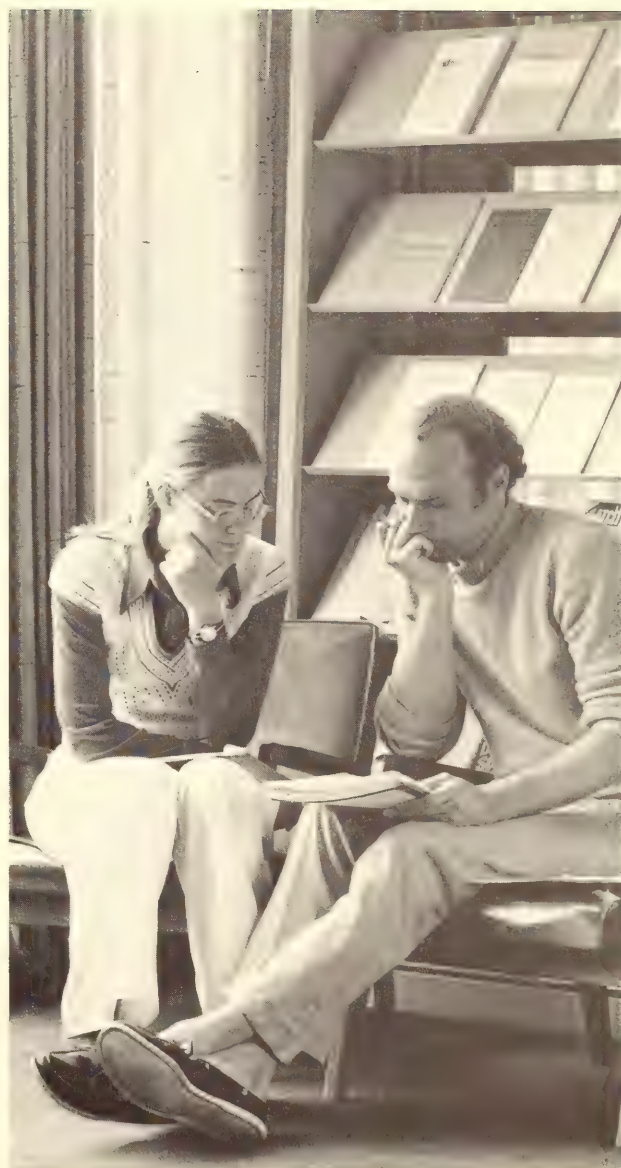
Rick P. Williamson

Gail Surber

Nancy Sandercox

AIMS

The T. W. Phillips Memorial Library provides a variety of educational services to the Bethany College community through an experienced and well-trained staff and a wealth of learning resources (see page 13). The librarians view their purpose in the following ways: to provide materials which support the Bethany curriculum and the individual projects of students, to encourage students to ask questions and to assist them in their search for answers through the teaching of bibliographic skills, to help students develop a love of books and an awareness of the vast amount of information available throughout the world, and to develop an understanding of the importance to individuals and to societies of having access to information.





Mathematics

James E. Allison, *Chairman (Sabbatical, 1978-1979.)*

John M. Atkins, *Acting Chairman*

David. T. Brown

Nikolay Williams

AIMS

To provide the general student with a knowledge of the foundations of mathematics; to give the prospective teacher an understanding and appreciation of the fundamental ideas of elementary mathematics; to provide a tool for the technical student; and to give the prospective graduate student a foundation for later study and research.

REQUIREMENTS FOR FIELD OF CONCENTRATION

The student is required to take the following 24 hours in the department: Math. 201, Calculus I; Math. 202, Calculus II; Math 203, Calculus III; Math. 354, Linear Algebra; Math. 400, Abstract Algebra; Math. 401, Real Analysis.

The student also must complete a Senior Project.

Each student must take Computer Science 169.

In addition, each student must complete one of the following tracks:

Mathematics: Twelve hours from the following:
Math. 326, 341, 344, 371, 383, 384, 480.

Mathematics-Economics: Math. 231, 281, Eco. 200, 241, 301, 302, 22 hours.

Mathematics-Physics: Math. 341, Phys. 201, 202, 251 and 252; or Phys. 261 and 262; 300, 22 hours.

Mathematics-Computer Science: Sixteen hours from the following: Math. 371, Com. Sci. 269, 270, 355, 360, 365.

Only students who have completed the following courses or their equivalents will be recommended for state certification to teach mathematics in secondary school: Math. 103, 201, 202, 203, 326, 354, 383, 384, 400, 401, 480 and Com. Sci. 169. See the Education Department listings for required Professional Education courses. A second teaching field is required.

Math. 103 Algebra and Trigonometry 4 hours

Designed to prepare the student to take calculus. Includes a study of sets and operations, real numbers, equations, functions, graphs, exponents, exponential functions, trigonometric functions, complex numbers, polynomial functions, logarithmic functions, and systems of equations. *Offered Fall and Spring semesters.*



Math. 141 Mathematics for the Liberal Arts Student

4 hours

Introduces the non-science major to the spirit and flavor of mathematics. Stresses fundamental concepts with the aim of clarifying the importance of mathematics in relation to other branches of knowledge. Topics that may be covered include sets, logic, the number concept, history of mathematics, the nature and use of geometry, computers, computer programming, and logical puzzles.

Math. 152 Finite Mathematics

4 hours

Intended primarily for students of the biological or social sciences. It is also recommended for non-science majors desiring an acquaintance with mathematics. It is not a precalculus course. Concepts studied include logic, set theory, matrices, probability theory, linear programming, and game theory. *Offered Spring semester.*

Math. 201 Calculus I

4 hours

Real number system, equations of a line, study of the circle and parabola, functions, limits, and continuity. Techniques of differentiation and integration applied to maximum and minimum problems and to related rates. *Prerequisite: 3½ years of high school math or Math. 103 or permission of the instructor. Offered Fall and Spring semesters.*

Math. 202 Calculus II

4 hours

Area between two curves, volumes of revolution, moments, centroids, hydrostatic pressure, and work. Integration and differentiation of transcendental functions. Methods of integration including integration by parts, partial fractions, and trigonometric substitution. Polar coordinates and graphs, area, and angles of intersection in polar coordinates. *Prerequisite: Math. 201 or advanced placement. Offered Fall and Spring semesters.*

Math. 203 Calculus III

4 hours

Intermediate calculus with emphasis on vector methods and functions of several variables. Scalar and vector products. Partial differentiation and applications, directional derivative and gradient. Multiple integrals with physical applications. Expansion of functions. L'Hospital rule, sequences, and series. *Prerequisite: Math. 202. Offered Fall and Spring semesters.*

**Math 225-226 Mathematics for
Elementary Teachers** 2 hours each

The first course is a study of the fundamental principles and concepts of arithmetic. The second is a study of intuitive geometry. *Offered Spring semester.*

Math. 231 Operations Research 2 hours

This course deals with applications of matrix algebra to business and economics, including problems involving cost minimization and profit maximization. (The necessary matrix algebra will be developed in the course.) Primarily designed for students who intend to pursue a career in business. *Prerequisite: Math. 103 or equivalent. Offered Fall 1979-80.*

Math. 281 Statistical Methods 4 hours

Introductory statistical analysis including frequency distribution and graphic presentation of data, measures of central tendency, relative positions in a distribution, variability, the normal curve and its applications, correlation and regression, probability and statistical inference, testing differences between means, introduction to analysis of variance. (Not open to students in the general program.) *Offered Fall semester.*

**Math. 326 Introduction to
Modern Geometry** 4 hours

Euclidean and non-Euclidean geometries; an introduction to synthetic projective geometry; the concept of limit and infinity; geometrical constructions, recent developments and theorems. *Prerequisites: Math. 201, 202. Alternate years: Spring 1979-80.*

Math. 341 Differential Equations 4 hours

Methods of solution of ordinary and partial differential equations and applications to the physical sciences. *Prerequisite: Math 202. Offered Fall semester.*

Math. 344 Complex Variables 2 hours

Complex numbers, elementary functions, analytic functions, contour integration, Taylor and Laurent series, conformal mapping, boundary value problems, Laplacian equations. *Prerequisite: Math. 203. Alternate years: Spring 1978-79.*

Math. 354 Linear Algebra 4 hours

Geometric vectors, matrices and linear equations, real vector spaces, linear transformations and matrices, and inner product spaces. *Offered Spring semester.*

Math. 371 Numerical Analysis 4 hours

Numerical methods in evaluating integrals and differential equations. Techniques in finding the roots of polynomials and solving systems of linear equations and matrix manipulation. *Basic and Fortran languages are used to apply the above methods. Alternate years: Spring 1979-80.*

Math. 383 Probability & Statistics I 4 hours

Introduction to probability, basic distribution theory, limit theorems, mathematical expectation, probability densities, random variables, sampling distributions, point and interval estimation, tests of hypotheses, regression and correlation, analysis of variance. *Prerequisite: Math. 202 or permission of the instructor. Alternate years: Fall 1979-80.*

Math. 384 Probability & Statistics II 2 hours

In this course, the student will apply the concepts of probability to statistical procedures such as sampling estimations, tests of hypothesis, regression theory, and Bayesian methods. *Prerequisite: Math. 383. Alternate Years: Spring 1979-80.*

Math. 400 Modern Abstract Algebra 4 hours

Groups, rings, integral domains, fields, and vector spaces. *Offered Fall semester.*

Math. 401 Real Analysis 4 hours

The real number system, including completeness, topology of the reals, compactness, continuous functions, uniform continuity, sequences, limits, and connectedness. *Prerequisites: Math 203, 354. Offered Spring semester.*

**Math. 480 Methods and Materials in
Teaching Mathematics** 2 hours

Approved methods in teaching mathematics at the secondary level; class period activities of the teacher; procedures and devices in teaching; organization of materials, testing, aims, and modern trends. (May be taken for credit as Education 480.) *Offered Spring semester.*

Math. 487-488 Independent Study 2 or 4 hours

Math. 490 Senior Project 2-8 hours



MUSIC

Wm. Daniel Cobb III, *Acting Chairman*

William P. Crosbie

Albert R. DeVaul

Oliver Manning

Paul Criswell

Nina McGowan

AIMS

To promote the understanding and appreciation of music of generally recognized excellence; to relate that music to the cultural conditions of respective periods; to provide an integrated study of music theory, history, literature, and performance; to provide the college community with stylistically sound performances of good works; and to provide for the thorough training of musicians at the pre-professional level.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN MUSIC LITERATURE

Requirements for concentration in music literature are Music 111, 112, 303, 327, 343, three courses in the 201 through 204 music literature sequence, and 10 hours in applied music of which a maximum of four hours may be in ensemble, Music 478, and a Senior Project.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN MUSIC EDUCATION

Students electing a field of concentration in music education and seeking certification as teachers in any state must fulfill the requirements for certification in West Virginia which amount to 50 hours in



music — two hours more than may be counted toward an A.B. degree. The requirements are Music 111, 112, 303, 327, 343, 422, 439, Fine Arts 201 or 202, Music 121 through 124, four hours of piano (or proficiency examination), two hours of voice, six hours of concentration in voice or any one instrument, and two hours in ensemble, Music 478, and a Senior Project. Also required, but counting as professional education, are Music 340-341, 480, and student teaching.

PERFORMANCE AND PARTICIPATION REQUIREMENTS

All music majors (literature and education) must participate in at least two recognized performance groups each semester for at least six semesters. All majors must attend a minimum of 10 student recitals and/or major concerts on campus. All students taking private lessons will perform for a jury of music faculty near the end of each semester. Selected students will perform in student recitals. All music majors will perform in a minimum of four student recitals as a requirement for graduation.

Literature and Theory of Music

Mus. 101-102 Introduction to Music as an Art and Science 2 hours each

Elements of tonal relationships, simple rhythms, intervals, melodies in both major and minor modes, recognition of the orchestral instruments, historical significance of form, the voice. Designed to aid the student in recognizing, reproducing, and recording simple melodic and rhythmic patterns. *Mus. 101 is a prerequisite for Mus. 102.*

Mus. 111 Theory I 4 hours

Rudiments of music structure and basic disciplines of chord connection and harmonization of simple melodies. Emphasis on identifying sounds by hearing and writing.

Mus. 112 Theory II 4 hours

Techniques of figured bass, modulation, controlled dissonance, and further use of chromatically altered chords. Continued emphasis on hearing through dictation, sight-singing, and keyboard exercises.

Mus. 201 Romantic Period 4 hours

General listener's approach to the music, both instrumental and vocal, of composers from Schubert, Chopin, Schumann, and Mendelssohn through Liszt, Berlioz, Verdi, Wagner, Brahms, Tchaikowsky, and other 19th century composers. *Alternate years: 1979-80.*

Mus. 202 20th Century Music 2 hours

General listener's approach to music in various media from the Impressionists through Stravinsky, the Schonberg School, Bartok, Hindemith, the American, Soviet, and other significant composers, including electronic, aleatory, and experimental music. *Alternate years: 1978-79.*

Mus. 203 Music of the Baroque Period 4 hours

General listener's approach to music in various media from Monteverdi to circa 1750 with emphasis on Bach and Handel. *Alternate years: 1978-79.*

Mus. 204 Classical Period

4 hours

General listener's approach to the music, both instrumental and vocal, of the late 18th and early 19th centuries, concentrating upon Haydn, Mozart, Beethoven, and Schubert. *Alternate years: 1978-79.*

Mus. 205 Jazz

2 hours

General listener's approach to the history of jazz from its African, Cuban, and American Negro origins through Ragtime, the New Orleans, Kansas City, and Chicago styles, Swing, Bop, Progressive, Rock, and other jazz styles.

Mus. 303 Theory III

4 hours

Comprehensive extension of Theory II. Intensive study of stylistic elements of Classical and Baroque periods. Introduction to characteristics of later harmonic styles. Continued emphasis on aural and keyboard skills.

Mus. 327 Music History

4 hours

Historical significance of the main periods and types of music. Requires some technical background. *Alternate years: 1979-80.*

**Mus. 340-341 Methods and Materials in
Teaching Music in the
Elementary Schools**

2 hours each

Consideration of the aims and values of elementary school music with opportunities to develop teaching techniques and to become familiar with the standard materials.

Mus. 343 Counterpoint

2 hours

Basic principles of writing two, three, and four-voice counterpoint, and their application in the smaller forms of composition. *Prerequisite: Mus. 112. Alternate years: Fall 1978-79.*

Mus. 344 Orchestration

2 hours

Arranging music for various types of instrumental ensembles. *Alternate years: 1978-79.*

Mus. 422 Instrumental Conducting

2 hours

Technique of the baton and the different problems to be met in conducting orchestra and band; introduction to score reading; opportunity for experience through the conducting of the College instrumental groups. *Open only to advanced students. Alternate years: 1978-79.*

Mus. 439 Choral Conducting

2 hours

Technique of the baton and the different problems to be met in conducting chorus; introduction to score reading; opportunity for experience through the conducting of the College choral groups. *Open only to advanced students. Alternate years: 1978-79.*

Mus. 478 Senior Seminar

2 hours

Survey and review of the field of music; its history, theory, and literature. *Required of all students concentrating in music.*

**Mus. 480 Methods and Materials in
Teaching Music in
Secondary Schools**

4 hours

Analysis of music offered in senior and junior high schools throughout the U.S. Consideration of problems, objectives, and materials in teaching vocal and instrumental music, theory, and appreciation courses in secondary schools. Opportunities for developing practical teaching projects. (May be taken for credit as Education 480.)

**Mus. 487-488 Independent
Study**

2 or 4 hours each

Mus. 490 Senior Project

2 or 4 hours

An independent, student-initiated project which may be research, creative work, or performance.



Applied Music

(Courses in applied music may be repeated for credit.)

Mus. 119 Class Instruction in Percussion Instruments 1 hour

Designed to acquaint the student with the snare drum, bass drum, cymbals, tympani, mallet instruments, and the reading and scoring of percussion notation. *Alternate years: 1978-79.*

Mus. 121-122 Class Instruction in Stringed Instruments 1 hour each

Required of all students concentrating in music education. *Alternate years: 1979-80.*

Mus. 123 Class Instruction in Brass Instruments 1 hour

Required of all students concentrating in music education. *Alternate years: 1978-79.*



Mus. 124 Class Instruction in Woodwind Instruments 1 hour

Required of all students concentrating in music education. *Alternate years: 1979-80.*

Mus. 125-126 Concert Choir 1 hour each

Preparation for concert performance of standard literature, both sacred and secular. *Membership limited; enrollment by audition.*

Mus. 127-128 Glee Club 1 hour each

Study and performance of choral repertoire for basses, baritones and tenors. *Membership by audition. Auditions open to all students.*

Mus. 129 Class Instruction in Guitar 1 hour

Introduction to guitar, teaching techniques, and music theory. Begins with easy chords and progresses logically through various keys using songs suitable and interesting to today's student. Class participation and parallel listening are provided by the use of cassettes. Students must provide their own guitars. Limited to 15 students.

Mus. 131-132 Wind Ensemble 1 hour each

Study and performance of baroque and contemporary music for wind instruments. *Enrollment by audition.*

Mus. 133-134 Band 1 hour each

An ensemble of wind and percussion instruments which plays for festive and athletic events of the College. *Enrollment by permission of the director.*

Mus. 135-136 Chamber Music 1 hour each

Study and occasional performance of the standard chamber literature — quartets, trios, and other works suited to the instrumentalists available. *Enrollment by audition.*

Mus 137-138 Jazz Band 1 hour each

Study and performance of arrangement for large jazz band. Designed to develop an appreciation for the musical styles of Glen Miller, Woody Herman, Stan Kenton, and others. *Enrollment by audition.*

Mus. 139-140 Madrigal Ensemble 1 hour each
Preparation for performance of madrigal and other smaller group choral music for advanced voices. *Membership limited; enrollment by audition.*

Mus. 141-142 Organ 1-2 hours each
Technique, theory, and literature of the organ. Open to all students who have had some training in either piano or organ. Private lessons. *Enrollment by permission of the instructor.*

Mus. 143-144 Piano 1-2 hours each
Literature and technique of piano playing designed to develop a discriminating appreciation of fine music and fine musical performance. Private lessons. *Enrollment by permission of the instructor.*

Mus. 145-146 Strings 1-2 hours each
Private lessons in violin, viola, cello, or bass. Open to beginners as well as to students with previous training. *Enrollment by permission of the instructor.*

Mus. 147-148 Voice 1-2 hours each
Vocal technique, theory, and literature. Open to all students who have adequate native ability, with or without previous vocal training. Private lessons. *Enrollment by permission of the instructor.*

Mus. 149-150 Wind Instruments 1-2 hours each
Private lessons in basic brass and woodwind instruments. Open to beginners as well as to students with previous training. *Enrollment by permission of the instructor.*

Mus. 301-302 Advanced Organ 1-2 hours each
Open only to students who can demonstrate satisfactorily their ability to play compositions equivalent in difficulty to the following: Bach — G minor Fugue (The Little); D minor Toccata and Fugue; or Widor — Toccata from Symphony V. Private lessons. *Enrollment by permission of the instructor.*

Mus. 305-306 Advanced Piano 1-2 hours each
Open only to students who can demonstrate satisfactorily their ability to perform compositions, equivalent in difficulty to the following: Beethoven — Op. 27, No. 2; Bach — Preludes and Fugues Nos. 2 and 21 (Vol. I). Public performance required. Private lessons. *Enrollment by permission of the instructor.*

Mus. 307-308 Advanced Strings 1-2 hours each
Open only to students who are able to play satisfactorily music equivalent in difficulty to the Kreutzer Etudes and DeBeriot Concertos for violin. Public performance required. Private lessons. *Enrollment by permission of the instructor.*

Mus. 309-310 Advanced Voice 1-2 hours each
Open only to students who have completed four semesters of voice study, can read at sight, have adequate use of a least one modern foreign language, and can demonstrate the ability to perform numbers equivalent in difficulty to standard operatic and lieder literature. Public performance required. Private lessons. *Enrollment by permission of the instructor.*



Philosophy

Robert E. Myers, *Chairman*

AIMS

To assist the student in discovering and developing sound bases for interpreting self and society through a careful examination of his or her beliefs, actions, and claims to knowledge; to assist the student in becoming aware of the nature and status of philosophical problems, commitments, ideologies, and models that serve as the foundation of human life; and to provide the student who expects to pursue graduate studies in philosophy with a sound basis in the major areas of the field.

REQUIREMENTS FOR FIELD OF CONCENTRATION

Concentration in philosophy may hold promise for several students as one way to approach a liberal education. For others, philosophy may be an important related field; or it may serve as a good foundation for those planning for graduate work in another field as well as for those who are professionally interested in philosophy.

Concentration in philosophy requires satisfactory completion of a minimum of 24 hours, including Philosophy 204, 313, 323, 324, 333, and 334, plus a Senior Project, and Senior Comprehensive Examination. The Senior Project is received and evaluated in the final semester of the student's academic program.

The student who is considering graduate work should be aware that many good graduate programs in philosophy require a reading knowledge of French and German.



Phil. 201 Introduction to Philosophy 4 hours

Intended primarily to involve students in an introductory exploration into the range of problems with which philosophers wrestle. "Living issues" confront us in such vital areas as: the nature of self, man, mind, values, knowing, freedom, and of philosophy, philosophic outlooks, and religious traditions.

Phil. 204 Ethics: Personal and Social 4 hours

Examination of different personal and social foundations upon which ethics or morals can be (and have been) built — such as pleasure, happiness, feeling, reason, obligation, usefulness, and relativism; significant moral problems in several areas of life and work; and basic criteria for moral decision-making.

Phil. 313 Basic Logic 4 hours

Students are assisted in developing the ability to recognize the differences between emotional intensity and valid argument, between verbal disputes and conclusions that follow (logically) from premises. Recognition of the bases of these differences and development of the very practical abilities to recognize, construct, and analyze various forms of argument and to detect logical errors (fallacies) are important objectives of the course.

Phil. 323 Ancient and Medieval Philosophy 4 hours

Begins with the seventh century B.C. Greek mythic interpretations and moves through early Nature Philosophies, Scepticism, Greek Humanism, the Golden Age, the Roman Period, and the relationship of religion and philosophy in the Medieval Period. *Alternate years: 1978-79.*

Phil. 324 Modern Philosophy 4 hours

Begins with the New Learning and moves through the rise of "the scientific spirit," the development of British Empiricism and Continental Rationalism, and Kant's "revolutionary" impact on philosophy. *Alternate years: 1978-79.*

Phil. 333 Contemporary Existential Philosophers 4 hours

An examination of the main doctrines of the Existential and speculative philosophical tradition. General emphasis is placed on the dominant features of this 19th and 20th Century tradition, while special emphasis is placed on the works and ideas of a few outstanding representative philosophers, e.g., Kierkegaard, Nietzsche, Sartre, Camus. *Alternate years: 1979-80.*

Phil. 334 Contemporary Analytic Philosophers 4 hours

An examination of the main doctrines of the Analytic and positivistic philosophical tradition. General emphasis is placed on the dominant features of this 19th and 20th Century tradition, while special emphasis is placed on the works and ideas of a few outstanding representative philosophers, e.g., Moore, Russell, Wittgenstein, Ryle. *Alternate years: 1979-80.*

Phil. 353 History and Philosophy of Science 4 hours
(See General Science 209.)**Phil. 363 Philosophy of Religion** 2 or 4 hours

Philosophical examination of the major aspects of religion: the religious experience, faith, knowledge, belief, proof, and certainty.

Phil. 368 Aesthetics, The Arts, and Philosophy 2 or 4 hours

Examination of the nature of aesthetic experience and its relation to other kinds of experience, as well as its place in art production, appreciation and creativity; the notion of "a work of art"; language used in description, interpretation, and evaluation of art; and different interpretations of aesthetics. Opportunities are provided for giving special attention to particular art areas as well as to "the Arts." *Alternate years: 1979-80.*

Phil. 477-478 Senior Seminar 2 hours each

This seminar seldom consists of a general review of all areas of philosophy; the topic or particular area of study is chosen as a result of student and faculty conferences. Student ability, interest, and need are important factors. *Conferences with and permission of the chairman of the department are required before enrollment.*

Phil. 487-488 Independent Study 2 or 4 hours each**Phil. 490 Senior Project** 2-8 hours



Physical Education

David M. Hutter, *Chairman*

E. Donald Ault

Douglas F. Bain

James E. Dafler

Sally Dorwart

Patrick J. Dunfee

Donna F. Keith

William C. Beinbrech

Susan N. Hanna

John R. Pope Jr.

AIMS

To enhance the health of the student; to provide opportunities for students to participate and develop proficiency in sport activities; and to prepare students for professional careers in physical education, recreation, athletic coaching in educational, agency and/or municipal institutions, and sports communication.

REQUIREMENTS FOR FIELD OF CONCENTRATION

A minimum of 44 hours in the department, which must include P.E. 101, 110, 226, 243, 244, 310, 360, 426, 427, 475, 480, 481, and 490 or their equivalents. Additionally, all students must take Biology 100, 101, and 167, as well as Education 201 and 202.

Optional Program Opportunities:

1. To be recommended for state certification, K-12 students must complete the requirements for the field of concentration. Electives chosen should include four hours selected from P.E. 309, 340, 355, 380, 390, two hours elective in each of the

following: individual-dual and field-court, and four hours elective clinics. See the Education Department listings for the required Professional Education courses. A second teaching field is required.

2. To be recommended for state certification 7-9 or 7-12, a minimum of 34 hours in Physical Education is required. This must include the following: P.E. 101, 110, 226, 243, 244, 360, 426, 427, 475, 480; four hours selected from P.E. 309, 340, 355, 380, 390; two hours of elective in each of the following: individual-dual and field court, and four hours elective clinics. Students also must complete Bio. 100, 101 and 167. See the Education Department listings for required Professional Education courses. A second field is required.

3. For non-physical education majors, an emphasis in coaching is available. Eighteen hours are required which must include Biology 167, P.E. 355, 340, 485, and two hours selected from P.E. 300-305. Electives include P.E. 243, 244, 426 or 427.

ACTIVITY PERFORMANCE REQUIREMENTS

(Physical Education Majors)

Each student is expected to show proficiency in a minimum of 11 different activities which cover each of the seven activity areas. The following levels of proficiency are expected prior to student teaching:

- A. Competency Level I in six activities.
- B. Competency Level II in three activities, which differ from those in Level I.

C. Competency Level III in two activities, which differ in proficiency from those on Competency Level I or II. Each Competency Level may be obtained by previous participation experiences, i.e., high school athletics.

P.E. 100-170 Physical Education Performance Courses

Skills in performance, knowledge of strategies, rules, equipment and methods, and participation in sport forms. For non-majors, a maximum of four hours may be credited toward graduation requirements. Specific requirements of majors, six hours (excluding P.E. 150-163), but not to exceed 10 hours.

COURSES AVAILABLE:

- P.E. 101 Gymnastics
- P.E. 110 Aquatics
- P.E. 111 Swimming
- P.E. 120 Folk Dance
- P.E. 121 Horseback Riding
- P.E. 130 Golf - Handball - Paddle Ball
- P.E. 132 Archery - Bowling
- P.E. 134 Body Mechanics
- P.E. 135 Tennis - Badminton
- P.E. 137 Modern Dance - Rhythms
- P.E. 139 Physical Fitness
- P.E. 140 Field Hockey - Softball
- P.E. 142 Track & Field - Wrestling
- P.E. 144 Soccer - Volleyball
- P.E. 146 Football - Wrestling
- P.E. 150 Varsity Baseball
- P.E. 151 Varsity Basketball (M)
- P.E. 152 Varsity Basketball (W)
- P.E. 153 Varsity Cross Country
- P.E. 154 Varsity Field Hockey
- P.E. 155 Varsity Football
- P.E. 156 Varsity Golf
- P.E. 157 Varsity Soccer
- P.E. 158 Varsity Swimming
- P.E. 159 Varsity Tennis (M)
- P.E. 160 Varsity Tennis (W)
- P.E. 161 Varsity Track
- P.E. 162 Varsity Volleyball
- P.E. 163 Varsity Wrestling

**P.E. 200-225 Physical Education
Performance Course** 1 hour each

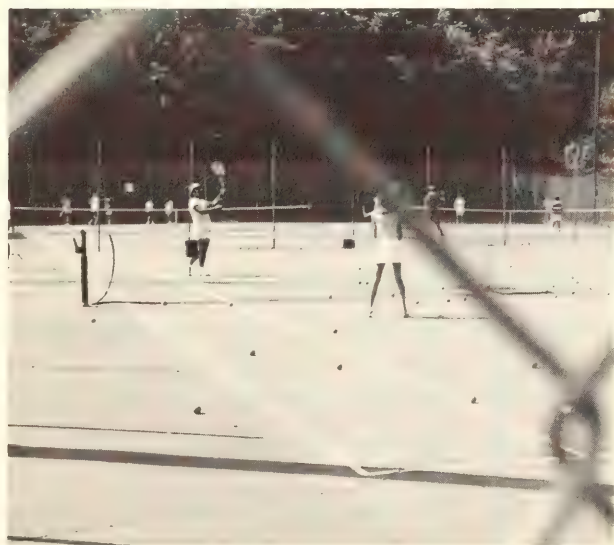
Advanced skills in performance, advanced knowledge of rules, equipment and methods; participation in sport forums. Open to non-majors. *Prerequisite: successful completion of 100 level performance course.*

COURSES AVAILABLE:

- P.E. 201 Gymnastics
- P.E. 210 Aquatics
- P.E. 222 Archery - Bowling
- P.E. 224 Tennis - Badminton

**P.E. 226 First Aid as related to
the Principles of Biology** 2 hours
(See Biology 105.)

P.E. 227 Personal and Community Health 4 hours
Fundamental knowledge of personal and community health matters pertaining to the social group : communicable diseases, vital statistics, and legal and social regulations.



**P.E. 243 Socio-Psychological
Perspective** 4 hours

Consideration of small sport groups as micro-social systems; application of group dynamics theory and small group research to the study of sport groups; investigation of the influence of group member characteristics, environmental factors, interpersonal relations, and group structural characteristics on individual member adjustment and group effectiveness. Designed to investigate those aspects of psychology which influence the performance and the participant in sport. Additional factors such as motives, arousal, aggression, and other socio-psychological variables will be covered.

**P.E. 244 Philosophical-Historical
Perspective** 4 hours

Philosophical inquiry into physical education. Consideration given to general philosophical interpretation of the nature and purpose of physical education. Review of the historical and philosophical changes in American education with emphasis on the developing roles of professional physical education.

P.E. 300-355 Clinics 2 hours each

The major purpose of the sport clinic is to prepare a student to teach the sport or activity(ies) within any phase of the total school environment. Emphasis should be placed on theory (e.g. football theory) and teaching methodology(ies), both skill and theory. Skill advancement should not be an objective of a sport clinic but may be an outcome.

COURSES:

- | | |
|--|---|
| P.E. 300 Basketball - Tennis - Golf | 2 |
| P.E. 301 Aquatics - Baseball | 2 |
| P.E. 302 Track & Field - Soccer | 2 |
| P.E. 303 Football - Wrestling | 2 |
| P.E. 304 Field Hockey - Volleyball | 2 |
| P.E. 305 Games and Sports for Children | 2 |

P.E. 309 Intramural Sports 2 hours
Organization, administration, and objectives of the intramural athletic programs.

RECOMMENDED SEQUENCE OF COURSES FOR PHYSICAL EDUCATION MAJORS

FIRST SEMESTER		CREDIT	SECOND SEMESTER		CREDIT
Freshman					
Bio. 100	Organ Systems of Vertebrates	2	Bio. 167	Introduction to Mammalian	
Bio. 101	Animal Diversity	2		Anatomy and Physiology	2
			Psych. 100	General Psychology	4
			P.E.—	Performance Courses (100-170)	2
Sophomore					
P.E. 226	First Aid	2	P.E. 244	Philosophical-Historical	
Ed. 201	Human Development & Learning I	4		Perspective*	4
P.E. 243	Socio-Psychological		Ed. 202	Human Development & Learning II	4
	Perspective*	4	Ed. 249	Participation in Secondary	
P.E.—	Performance Courses (100-170)	2		Schools	2
			P.E.—	Performance Courses (100-170)	2
Junior					
P.E. 360	Measurement and Evaluation	2	P.E. 426	Kinesiology	2
P.E. 310	Adapted Physical Education	2	P.E. 427	Physiology	2
P.E. 110	Aquatics	1	P.E. 480	Teaching Health and	
P.E.—	Clinic (300-305)	2		Physical Education	4
P.E.—	Performance (100-160)	2	P.E. 481	Elementary School Physical	
				Education	2
			P.E. 101	Gymnastics	1
Senior					
Ed. 333	Educational Psychology	2	P.E. 475	Organization and Administration of	
Ed. 401	History and Philosophy	2		Health, and Physical Education	4
Ed. 428	Principle and Techniques of		P.E. 490	Senior Project	2-8
	Secondary Education	4	P.E.—	Elective	2-4
Ed. 475	Observation and Directed		P.E.—	Clinic (300-305)	2
	Teaching	4			

*P.E. 243-244 may be taken in the freshman year but Soc. 100, Psych. 100, and/or Phil. 201 are recommended as prerequisites.



P.E. 310 Adapted Physical Education 2 hours
Variations of the normal types of the human organism at different age levels; therapeutic measures, especially those which correct mechanical defects.

P.E. 340 Prevention and Care of Injuries 2 hours
Common hazards of play and athletics. Preventive measures and treatment of injuries. Red Cross First Aid Certificate may be earned by those who pass the examination. Laboratory fee: \$30.00

P.E. 350 Sports Information 2 hours
Examination of the varied duties and functions of the sports information director. Special emphasis will be on writing general press releases, fact sheets, and special features; special team and individual promotions, and proper press box procedures, statistics and reporting results. Some attention will be given to photography and use of media.

P.E. 355 Coaching Sport 2 hours
Basic philosophy and principles of athletics as integral parts of physical education and general education. State, local and national regulations and recommendations related to athletics; legal considerations; function and organization of leagues and athletic associations; personal standards and responsibilities of the coach as a leader; public relations; general safety procedures; general principles of budgets, records, purchasing and facilities.

P.E. 360 Measurement and Evaluation 2 hours
Development of an understanding of the formulative and summative evaluation process in the cognitive, affective, and psychomotor domains of physical education. Emphasis is given to data-collection techniques (measurement), data manipulation (statistics), and data evaluation.

P.E. 380 Introduction to Recreation 2 hours
Theory of recreation and its role in increased leisure. Recreation as a profession.

P.E. 390 Recreation Leadership 4 hours
Philosophy of American recreation and community organization for leisure time activities. Recreational activities, practice in the leadership of games, informal dramatics, rhythmic, camp craft, and playground activities, with a two-hour lab for hand-crafts.

P.E. 426 Kinesiology 2 hours
Anatomy and mechanics applied in the study of the human body during physical exercise; with special emphasis on the analysis of motion in specific sports skills and exercise patterns. *Prerequisite: Biology 167.*



P.E. 427 Physiology of Muscular Activity 2 hours
Anatomy and physiology applied in the study of the human body during physical exercise; with special emphasis on the application of physiological variables in specific sports skills and exercise patterns. *Prerequisites: Biology 167.*

P.E. 470 Contemporary Problems in Health 2 hours
Study of current health problems, including mental health, nutrition, accidents, physical fitness, and drug education.

P.E. 471 Planned Family and Sex Education 2 hours
Methods and techniques of teaching sex education in the educational system, including such topics as dating, marriage adjustments, pregnancy and the reproductive systems, family planning and fertility control, and divorce.

P.E. 475 Organization and Administration of Physical Education and Athletics 4 hours
Administrative construction of proper relationships and procedures in health, physical education, and athletics. Required of senior majors; open to others with department approval.

P.E. 480 Teaching Physical Education 4 hours
Survey of the field and current methods, materials, and techniques pertinent to teaching physical education. Concepts and projects include teaching models, theory and style; learning theory; objectives; and micro- and mini-teaching modules in information processing, individualization, discipline, feedback, and guided discovery.

P.E. 481 Elementary School Physical Education 2 hours
Teaching physical education at the elementary level. A study of this age group's physical, motor, social, and emotional development, plus activities contributing to proper physical development.

P.E. 485 Participation in Coaching 2 hours
Required participation and scheduled seminars for those with no coaching experience. Student is assigned for a sport season to assist in coaching at the interscholastic or intercollegiate level. Assignment of students shall be dependent on master of the sport. *Prerequisite: Permission of the department chairman.*

P.E. 487-488 Independent Study 2 or 4 hours each

P.E. 490 Senior Project 2-8 hours



Physics

Arthur Z. Kovacs, *Chairman*

Stanley L. Becker

H. William Leech

AIMS

To introduce students to the current body of knowledge expressing the physicist's concepts of the universe and its physical laws; to provide courses serving the needs of both physics majors and liberal arts students who are interested in the physical and life sciences, medicine, optometry, therapy, engineering, and teaching. Students may choose from a variety of courses to satisfy a distribution requirement, to attain enough competence for a future career in a related field, or to attain sufficient breadth and depth to pursue an advanced degree in physics.

REQUIREMENTS FOR FIELD OR CONCENTRATION

A minimum of 36 hours in the department, including Physics 201, 202, 251, 252, 261, 262, 300, 301, 314, 316, 318, and either 305-306 or 303, plus a Senior Project. Those students expecting to do graduate work are urged to take Physics 221, 222, and both 305-306 and 303. Mathematics and chemistry are strongly recommended as related fields.

A combined plan with Columbia University, a dual-degree program with Georgia Institute of Technology, and a Three-Two Plan with Washington University are available to students interested in various engineering or industrial management degrees. Special programs are offered in cooperation with the Education Department for students interested in meeting the demand for

teachers of physics, particularly in upper middle and secondary schools. The required courses in the Physics Department are the following 28 hours: Physics 201, 202, 221, 251, 261-262, 300, 301. See the Education Department listings for additional required courses in that department. A second teaching field is required. Additional courses in Computer Science, General Science and Physics are suggested for additional interest.

Students interested in careers in engineering, industrial management, mathematical modeling, etc., which might require a background in physics-mathematics-economics-chemistry are encouraged to speak to the appropriate department chairman or the director of interdisciplinary studies if they wish to design an interdisciplinary program of study more suited to their career goals than a traditional departmental program.

Phys. 101-102 Introductory Physics 4 hours each

First semester: mechanics, heat, and wave phenomena. Second semester: electricity and magnetism, light, and selected topics in atomic and nuclear physics. The presentation is suitable for students whose mathematical preparation goes no further than algebra and the elements of trigonometry. No calculus is used. *Three hours of lecture and two hours of lab each week.*

Phys. 201-202 General Physics 4 hours each

Subject areas covered are the same as in Phys. 101-102. However, the general level of sophistication is higher, the scope broader, and calculus is used. Specifically intended for science and engineering students taking at least a concurrent course in calculus. *Three hours of lecture and two hours of lab each week.*

Phys. 221 Introductory Electronics 4 hours

Introduction to electrical and electronic circuits and their elements, with an emphasis on applications. Material covered is suitable for students whose mathematical preparation goes no further than algebra and trigonometry.

Phys. 222 Digital Electronics 4 hours

An introduction to digital electronics with applications in instrumentation and computer electronics. Topics include Boolean Algebra, basic gates, logic families, encoders-decoders, astable/monostable multivibrators, flip-flops, counters, read-outs, shift registers, bi-directional bus structure, serial-parallel/parallel-serial data conversion, D to A and A to D conversion. Three hours of lecture and two hours of lab each week. *Prerequisite: Math 103 or equivalent or permission of the chairman of the department. Alternate years: Spring 1979-80.*

Phys. 251 Mechanics I 4 hours

Particle mechanics; central force motions; motions of rigid bodies; free, forced, and coupled oscillations; rotations about an axis; moving coordinate systems; conservation theorems. *Prerequisite: Phys. 201-202 or permission of the chairman of the department. Alternate years: Fall 1979-80.*

Phys. 252 Mechanics II 2 hours

Lagrange's equations, relativistic mechanics, mechanics of continuous media, and theory of small vibrations. *Prerequisite: Phys. 251. Alternate years: Spring 1979-80.*

Phys. 261 Electricity and Magnetism I 2 hours

Electrostatics, magnetostatics, and scalar and vector fields. *Prerequisite: Phys. 201-202 or permission of the chairman of the department. Alternate years: Fall 1979-80.*

Phys. 262 Electricity and Magnetism II 4 hours

Multi-pole expansion of the potential, Poynting's vector, electrodynamics, Maxwell's equations, boundary conditions, and wave propagation. *Prerequisite: Phys. 261. Alternate years: Spring 1979-80.*

Phys. 300 Modern Physics 4 hours

A presentation, based on mathematical and physical reasoning, of the foundations of modern physics. Treats the subjects of special relativity, kinetic theory, atomic theory, and introductory quantum mechanics on the level of the Schroedinger equation. Intended for chemistry, mathematics, physics, or pre-engineering majors. *Prerequisite: Phys. 201-202 or permission of the chairman of the department. Alternate years: Fall 1978-79.*

Phys. 301 Advanced Physics Lab I 2 hours

Offered concurrently with Phys. 300 to provide more experience with problem solving and to provide a laboratory experience where many of the landmark experiments carried out in the developing stages of modern physics can be repeated. The student may also conduct several computer simulated experiments. *Alternate years: Fall 1978-79.*

Phys. 303 Statistical Thermodynamics 4 hours

Study of macroscopic systems of many atoms or molecules which provides an introduction to the subjects of statistical mechanics, kinetic theory, thermodynamics, and heat. Material emphasizes concepts useful to those majoring in physics, chemistry, and pre-engineering. *Prerequisite: Physics 201-202. Alternate years: Spring 1979-80.*

Phys. 305 Geometric Optics 2 hours

The study of light from a non-wave theory standpoint. This course includes the study of reflection, and optical instruments. *Alternate years: Spring 1978-79, first half of semester.*

Phys. 306 Physical Optics 2 hours

A continuation of Phys. 305, including wave theory of light. Topics covered in this course include interference, dispersion diffraction, polarization, and electro-magnetic nature of light. *Prerequisite: Phys. 305. Alternate years: Spring 1978-79, second half of the semester.*

**Phys. 314 Introduction to Classical
Quantum Mechanics** 2 hours

Continuation of the study of classical quantum mechanics begun in Phys. 300. Topics include the three-dimensional Schrodinger equation, selection rules, addition of angular momentum, fine structure in hydrogen, exchange symmetry, the Zeeman effect, and stimulated emission. *Alternate years: Spring 1978-79, first half of the semester.*

**Phys. 316 Selected Topics in
Solid State and
Nuclear Physics** 2 hours

Continuation of the study of modern physics. Topics include

molecular bonding and spectra, free-electron theory of metals, band theory of solids, superconductivity, nuclear shell model, radioactivity, nuclear reactions, and elementary particles. *Alternate years: Spring 1978-79, second half of the semester.*

Phys. 318 Advanced Physics Lab II 2 hours

Experiments concerning topics covered in Phys. 314 and 316 will be emphasized. *Alternate years: Spring 1978-79.*

Phys. 322 Spectroscopic Analysis 2 hours

Photography and analysis of spectra, including: study of flame and arc spectra; use of grating and prism spectrographs, comparator, densitometer and conversion technique; applications of spectral analysis. *Prerequisite: Permission of the chairman of the department.*

Phys. 477 Seminar in Physics 2 hours

Survey of physics for review and correlation of various fields within the discipline. *Prerequisite: Permission of the chairman of the department.*

**Phys. 480 Methods and Materials in
Teaching Physical and
Life Sciences** 4 hours

For course description see General Science 480. (May be taken for credit as Education 480.)

**Phys. 487-488 Independent
Study** 2 or 4 hours each**Phys. 490 Senior Project** 2-6 hours

Research problems in theoretical or experimental physics. Experimental physics is offered in such areas as: vacuum systems, machine tool operation, electron systems, spectroscopy, electron microscopy, microwave propagation, nuclear radiation and computer science. Theoretical physics projects are unlimited in scope and are arranged through consultation with the student's faculty advisor.



Psychology

J. Trevor Peirce, *Chairman*

T. Gale Thompson

John H. Hull

AIMS

To assist the student in gaining a basic knowledge of psychology as the science of human behavior; in developing social awareness and social adjustment through an understanding of the fundamental similarities and differences among people; to encourage both original and critical thinking; and to give background preparation for professions which deal with individual and group behavior.

TWO PLANS OF CONCENTRATION

Two plans of concentration are offered — one leading to the Bachelor of Arts degree and the other to the Bachelor of Science degree.

The Bachelor of Arts plan is designed for the student who, while not wishing to pursue psychology in its professional scientific aspects, does wish to explore in some depth those areas of psychology that are applicable to his or her future life as an intellectually rounded and responsible citizen. The program is particularly relevant to individuals who are interested in working in the mental health professions or counseling either as paraprofessionals or in fields such as psychiatric social work, school psychology, rehabilitation, or guidance counseling. This program is not intended for those planning to enter regular graduate programs in psychology.

The Bachelor of Science plan is for those students

who are interested in the scientific aspects of psychology — particularly for those who are considering graduate work in psychology. The department, in good conscience, will not be able to recommend to Ph.D. programs in psychology any student who has not completed the requirements of this plan.

SEMESTER AT MERRILL-PALMER INSTITUTE

Cooperative arrangements with the Merrill-Palmer Institute in Detroit give psychology students the opportunity to spend a semester at the Merrill-Palmer Institute which has exemplary facilities for study and first-hand experience in various aspects of urban social work and counseling. Students contemplating a semester at Merrill-Palmer should discuss this with their advisors and with the Registrar well ahead of time. No more than one semester of credit (16 semester hours) from Merrill-Palmer may be counted toward the Bethany degree, and the student must plan to be in residence at Bethany during the last semester of his or her senior year.

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE

The Bachelor of Arts degree requires a minimum of 24 hours in the department (including Psychology 100, 103, 399, and 477 or 478) plus a Senior Project. Depending upon the direction of the student's interests, the department sees as particularly useful and relevant courses in sociology, philosophy, child and adolescent development, biology, and the history of scientific thought.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE

The Bachelor of Science degree requires a minimum of 30 hours in the department, including Psychology 100, 103, 303, 311, 312, 399, and 477 or 478, as well as a Senior Project. Six hours are also required in natural science. Two of these must either be in physiological psychology (Psychology 335) or in biology courses stressing animal biology, physiology, or genetics. The remaining four hours may be in similar biology courses, physics, or chemistry (including General Science 102).

Students planning on graduate school are also advised to take at least one course in calculus and to obtain some skills in programming and use of the computer. It should also be kept in mind that most graduate schools require Ph.D. candidates to show a reading knowledge of one or two foreign languages, usually French, German, or Spanish.



Psych. 100 or its equivalent is prerequisite to all other courses in the department unless specifically exempted in a course description.

Psych. 100 General Psychology 4 hours

Introduction to the general field of psychology, including learning, motivation, sensation, perception, cognition, personality, abnormal behavior, testing, physiological psychology, and social psychology. This course follows a modified individualized-learning format wherein students may progress at their own rate, taking quizzes on the various sections of the course when ready. Grading is based on the number of sections mastered plus the number of points that the student has accumulated in course-related activities. Full-semester course. *Three class meetings and one required lab each week. Offered Fall and Spring semesters.*

Psych. 103 Quantitative Methods in Psychology 2 hours

Introduction to the basic problems and techniques of measurement in psychology together with basic statistical techniques used in psychological research. Highly recommended for those planning to take upper-division courses in psychology, and required of all majors. *Two lectures and two labs each week. Offered first half of Spring semester.*

Psych. 115 Applied Psychology of Interpersonal and Group Processes 4 hours

An experiential approach to interpersonal processes and group functioning. It is hoped students will develop cognitive and personal skills that are useful to them in both areas. Full-semester course. *Two lectures and two labs each week. Offered Spring semester.*

Psych. 180-189 Special Topics in Psychology

Seminars in this category take up special topics of mutual concern to staff and students.

Psych. 186 Psychology of Consciousness 2 hours

Consideration of the nature of human consciousness, concentrating upon both normal consciousness and altered states of consciousness resulting from dreams, hypnosis, biofeedback,

drugs, and meditation. Emphasis is given to recent explorations concerning two major modes of consciousness: the intellectual and the intuitive. Does not fulfill distribution requirements in the physical and life sciences. Full semester course. *Two, one-hour meetings each week. Offered Fall 1979-80.*

Psych. 187 Evolution, Ethology, and the Nature of Man 2 hours

This course examines the various models or images of man that have been introduced in recent years by students of ethology, evolutionary biology and sociobiology. Attention also is given to a few of the ways in which humanist and religious thinkers have attempted to integrate these new models. *Two one-hour meetings per week. Offered Fall 1979-80.*

Psych. 275 Student Development in Higher Education 4 hours

(See Education 275.) Does not fulfill distribution requirements in the physical and life sciences.

Psych. 303 Design and Analysis of Experiments 2 hours

Examines the basic logic of experiments, various types of research designs, and evaluates these designs in terms of their underlying utilities. *Prerequisite: Psych. 103. Two lectures and two labs each week. Offered second half of the Spring semester.*

Psych. 311 Experimental Psychology I 4 hours

Encourages the student to become conversant with the basic factual and theoretical content of experimental psychology at an intermediate level, and to engage in experimental work in the areas of sensation, perception, and cognitive processes. Full-semester course. *Prerequisite: Psych. 303. Two lectures and two labs each week. Offered Fall semester.*

Psych. 312 Experimental Psychology II 4 hours

Continuation of Psych. 311, covering the areas of learning, perceptual-motor skills, and motivation. Full-semester course. *Prerequisite: Psych. 303. Three lectures and one lab each week. Offered Spring semester.*

Psych. 315 Modification of Behavior 2 hours

Course has two main aims: to help the student learn systematically to analyze behavior in terms of the S-R-Reinforcement principles as developed by Skinner, Wolpe and others to help the student develop skills in the application of these principles to the modification of behavior in practical situations. Examples of the latter arise in the areas of behavior disorder, child-rearing, the work situation, and habit change.

Psych. 324 Personality and Adjustment 4 hours

Covers major theories of personality and principles of personal adjustment and growth, including development, motivation, dynamics, problems in group living, and intellectual, emotional, and social adjustment. The course should be valuable to the potential doctor, nurse, social worker, child-care worker, teacher, or parent. Full semester course. *Three lectures and one lab each week. Offered Fall semester.*

Psych. 325 Behavior Disorder and Treatment 4 hours

The development, dynamics, social significance, and theoretical implications of deviant behavior. While the traditional psychiatric diagnostic categories are studied, there is strong emphasis upon alternative approaches in the medical model of abnormality. The concepts of normality and abnormality in relation to cultural norms and stereotypes are examined in depth. The course should prove particularly useful to students planning on a career in the helping professions. Full semester course. *Four lectures each week. Offered Spring semester.*

Psych. 326 Experimental Social Psychology 4 hours

Aspects of social behavior and specific social issues are examined within the context of theory and experimental research. Topics include social factors in the development of morals; cooperation and competition; aggression; racial and social-class differences in personality, motivation, and language; attitudes and attitude change; authoritarianism and obedience; interpersonal and group processes (affiliation, attraction, perception, conformity, and leadership); and discussion of drug and sex issues. Full-semester course. *Four lectures each week. Prerequisite: Psych. 100 if course is to be counted as psychology. Soc. 100 and Psych. 100 if course is to be counted as sociology. Offered Spring semester.*

Psych. 327 Seminar in Theories and Techniques of Psychotherapy and Counseling 4 hours

Provides the student with a basic knowledge of the varied theories and techniques used in professional psychotherapy and counseling. Both academic and experiential learning are included, which should be particularly useful to students interested in going on into one of the helping professions such as clinical psychology, psychiatry, social work, school psychology, counseling, or occupational therapy. *Prerequisites: Psych. 100 and 324 or 325 plus permission of the instructor. Offered Spring semester.*

Psych. 328 Human Sexuality 4 hours

Examination of the various psychological, biological, social, comparative, legal, and ethical aspects of human sexuality. In addition to sexual anatomy, physiology, birth control, and venereal disease, the course takes up current issues such as sex-role development, sex reassignment, and sex therapy. Does not fulfill distribution requirements in physical and life sciences. (May be taken for credit as Education 328.)

Psych. 333 Educational Psychology 2 hours

Study of the application of psychological principles to the field of education. Included are the areas of learning, transfer of training, individual differences, motivation, and behavior modification as they apply to education. Half-semester course. (May be taken for credit as Education 333.) *Prerequisite: Four hours of general psychology. Offered Fall semester.*





Psych. 335 Biological Bases of Behavior 2 hours

Examines the neural and biochemical substrates of the more important aspects of animal and human behavior. Half-semester course. *Three hours of lecture and one lab each week.*

Psych. 399 Junior Seminar 2 hours

Provides students a chance to engage in the thinking, discussion, and background reading necessary for intelligently selecting and planning a senior project. *One two-hour meeting each week.*

Psych. 415 Systematic Psychology 4 hours

Examination of the systematic positions and theories that have been important in the history of psychology, as well as a brief review of the philosophical bases underlying these positions. Full-semester course. *Four lectures each week.*

**Psych. 477 Senior Seminar in
General Psychology** 2 hours

Designed to help students review the field of their major at an advanced level. This review should be useful as preparation for the comprehensive examination. It should also alert students to areas needing further study for the exam.

**Psych. 480 Methods and Materials in
Teaching Psychology** 4 hours

Study of the methods and materials used in teaching psychology in the secondary school. The course has a systematic and experimental emphasis. (May be taken for credit as Education 480.) *Prerequisite: 16 hours of psychology.*

**Psych. 487-488 Independent
Study** 2 or 4 hours each

Psych. 490 Senior Project 2-8 hours



Religious Studies

Richard B. Kenney, *Chairman*
 Burton B. Thurston
 Hiram J. Lester
 Ron W. Walden (*On Leave, 1978-1979.*)
 Wm. Daniel Cobb III
 Alan R. Sherman

AIMS

The department desires to continue the historic interest of the College in the intellectual, spiritual, and social development of the community. Students are encouraged to join in the exploration of thought and research in the field of religious studies. Biblical studies form the central core of departmental offerings. In addition, each student also examines the relationship between religion and culture (both ancient and modern). The personal integration of knowledge and faith for an understanding and appreciation of value systems is a conscious goal of the department.

The department's aims are future-oriented. Rather than teaching a particular point of view, the department seeks to assist the student in learning how to acquire, evaluate, and use religious knowledge. Each course is consciously designed to enhance the student's efforts to interrelate his or her varied academic, social, and personal experiences.

REQUIREMENTS FOR FIELD OF CONCENTRATION

A minimum of 24 hours (excluding Religious Studies 100) in the department, a Senior Project, and the successful completion of the Senior Com-

prehensive Examination constitute the stated requirements of the department.

The Comprehensive Examination in Religious Studies emphasizes Biblical studies, early Christianity, and contemporary religious thought and culture.

Students electing the field of religious studies are strongly urged to develop a proficiency in one or more foreign languages. They are also urged to spend at least one semester in study abroad.

**R.S. 100 Judaeo-Christian Heritage
and Contemporary Living** 4 hours

Study of the Judaeo-Christian heritage with the aim of understanding how Biblical writers reflect on the basic human and social issues which continue to engage contemporary man. Study is done within a triple context: (1) the Biblical tradition; (2) the liberal arts tradition of Bethany College; and (3) contemporary questions. *Offered each semester.*

R.S. 285 Meditative Poetry 4 hours
(See English 285.)

R.S. 286 Cosmic Warfare 4 hours
(See English 286.)

**R.S. 300 Old Testament Literature
and Thought** 4 hours

Study of the development of Israelite religion and its institutions, the history of the various types of Old Testament literature, and the thought and theological motifs of Old Testament writers. Students will be assisted in acquiring a developmental understanding of Old Testament religion and an appreciation of its continuing value. *Prerequisites: R.S. 100 and permission of the instructor. Offered Spring 1980.*

R.S. 302 Wisdom Literature 2 hours
Critical and appreciative reading of the literature of the Old Testament wisdom school (Proverbs, Job, and Ecclesiastes).

Students are assisted to understand the ways in which the wisdom school sought to understand man, his meaning and destiny, his social relationships, and the meaning of history. *Offered Spring 1979, second half of the semester.*

**R.S. 304 Mission and Message
of the Prophets** 2 hours

Critical and appreciative reading of selected writings of the classical prophets of ancient Israel (Amos, Hosea, Isaiah, Jeremiah, and Ezekiel). Students are assisted to understand the major ideas of the prophets and the relationship of these ideas to the issues facing both ancient and modern man. *Offered Spring 1979, first half of semester.*

R.S. 311 Studies in the Gospels 4 hours

Students are assisted in developing the means to discern the message of the different gospel writers. While concentrating on the Gospel of Mark, the course equips the student to do basic study in any of the Gospels. *Prerequisites: R.S. 100 and permission of the instructor. Offered Fall 1978.*

R.S. 312 The Pauline School 4 hours

Students are assisted in developing an understanding of the Apostle Paul as a man, his thought, his place in early Christianity, the thoughts of his disciples and his opponents. *Prerequisites: R.S. 100 and permission of the instructor. Offered Spring 1979.*

R.S. 313 The Revelation of St. John 2 hours

Students are assisted in developing a facility to understand the message of the Revelation of St. John and other apocalyptic materials, to explore the history of apocalyptic imagery and literary relationships, and to discover the backgrounds and causes of the rise of the apocalyptic movement. *Offered Fall 1979, first half of semester.*

R.S. 322 Sociology of Religion 2 hours
(See Sociology 356.)

R.S. 333 Catholic Theology in Transition 2 hours

The changes in Roman Catholic theology and church life which led to and result from the Second Vatican Council. Readings from conciliar and papal documents, beginning with the Syllabus of Pius IX, and from such theologians as Kung, K. Rahner, Teilhard, Congar, and Murray. *Offered Spring 1980, second half of semester.*

R.S. 336 20th Century Protestant Thought 4 hours

Students read and discuss the work of leading 20th century Protestant thinker as Paul Tillich, Karl Barth, Dietrich Bonhoeffer, and the Niebuhrs. *Offered Fall 1979.*

R.S. 341 Hinduism and Buddhism 4 hours

Students explore the chief features of Hinduism and Buddhism. The course begins with an examination of the history, ritual, and ethics of Hinduism. Special readings focus on the *Up-anishads* and *Bhagavad-Gita*. The student will then survey the life and teachings of the Buddha and Buddhism's development into its Theravada and Mahayana forms (cindlagin Zen). *Offered Spring 1980.*

R.S. 342 The Religions of China 2 hours

Students explore the chief features of Confucianism and Taoism. The course begins with a consideration of the most ancient features of Chinese religion and will focus then on a careful reading (in translation) of Confucius' *Analects* and Lato Tzu's *Tao-te-ching*. *Offered Spring 1980, second half of semester.*

R.S. 351 Ancient Near Eastern Civilization 4 hours

This course introduces the students to the historical development of life, culture, and religions of Mesopotamia, Egypt, and the Syro-Phoenician coast, including international relations from pre-history to Alexander the Great. (May be taken for credit as History 351.) *Offered Spring 1980.*

R.S. 352 Islamic Religion and Culture 4 hours

Study of the life and background of the prophet, the *Qur'an*, the development of Islamic thought, and the early Islamic empires. *Offered Fall 1978.*

**R.S. 353 Hellenistic Civilization** 4 hours

Development of an acquaintance with the Graeco-Roman Oriental world based on a survey of social and cultural developments from Alexander the Great to Julius Caesar. (May be taken for credit as History 353.) *Offered Spring 1980.*

R.S. 361 American Catholicism 2 hours

A descriptive study of contemporary American Catholicism and its roots. The course emphasizes such topics as: modern Catholic worship, the crisis of authority, the "immigrant church," the church and political life, Catholic education, and the charismatic movement. *Offered Spring 1980, first half.*



R.S. 362 American Judaism 2 hours

A descriptive study of contemporary American Judaism and its roots. The course emphasizes the life-cycle customs of Judaism. Jewish holidays are studied in the context of Jewish history. The course seeks to develop a broader understanding of the modern Jewish community in the United States and is supported by a grant from the Jewish Chautauqua Society. *Offered Spring 1979.*

R.S. 370 Renaissance and Reformation History 4 hours

The course will trace briefly the development of the Renaissance and will concentrate on the chief reformers of the sixteenth century — Zwingli, Luther, and Calvin. *Offered Spring 1979.*

R.S. 373 History of Early Christianity 4 hours

Introduction to the origins and expansion of Christianity from the period of Augustus Caesar to Constantine. The problems of institutions, consolidation, varieties, divisions, and unification will be explored in historical context. *Offered Spring 1979.*

R.S. 374 History of Eastern Christianity 4 hours

A study of the development of the Eastern Roman Empire and Byzantine Christianity from Constantine to the fall of Constantinople. Special attention will be given to the Eastern Fathers in both the Greek and Semitic developments of the church. *Offered Fall 1979.*

R.S. 376 History of Latin Medieval Christianity 4 hours

Examination of the major developments within European Latin Christianity between the sixth and fourteenth centuries. Topics covered include: the conversion of Europe; relationships between church and state; contacts and conflicts with Byzantine Christianity and Islam; monasticism; the development of theology and Christian culture; reform, dissent, heresy and schism. *Offered Spring 1980.*

R.S. 381 Church Leadership Practice 2 hours

Development of an understanding of the theory and practice of public worship, preaching, and church program planning. *Offered Fall 1979.*

R.S. 383 Introduction to Bioethics 4 hours

Consideration of the religious and ethical dimensions involved in human decisions concerning abortion, artificial birth control, genetic planning, euthanasia, organ transplants, medical experiments on human subjects, and various forms of behavior modification. *Offered Fall 1978.*

R.S. 487-488 Independent Study 2 or 4 hours each

R.S. 490 Senior Project 2 to 8 hours

Social Sciences

Social Sciences is a grouping of courses only. It is not a separate department. Students who participate in such programs as the American University Washington Semester and other similar off-campus programs may receive credit in this area.

Students majoring in History, Political Science, Economics or Sociology who wish to be recommended for state certification in Social Studies must complete the following courses: History 100, 201, 202, 225; Soc. 100 or 160; Eco. 200; G.S. 202 or Soc. Sci. 302; Pol. Sci. 225, as well as 24 hours in their major field. See the Education Department listings for required Professional Education courses.

Soc. Sci. 302 World Geography 2 hours

Study of the physical, social, and political geographic factors of the world. Recent changes in Europe, Asia, and Africa are discussed.

Soc. Sci. 320 Cultural Backgrounds of British Literature 4 hours

Survey of British history from the Celtic times to the present. Major political developments such as the development of parliamentary government and the constitution are taken into account, but major emphasis is placed on extra-political matters such as the development of the English language, music, art, architecture, drama, the English church, education, and domestic life. Every effort is made to take advantage of the locale to visit museums, castles, cathedrals, universities, Parliament, theatres, and concert halls. Taught in Oxford, England.

Soc. Sci. 480 Methods and Materials in Teaching Social Studies 2 hours

Nature, objectives, and curricula of social studies in junior and senior high schools. Concepts and methods of approach are emphasized. Methods, techniques, teaching aids, resource units, lesson plans, evaluation, and teaching reading and study skills. (May be taken for credit as Education 480.)



Sociology and Social Work

Lynn F. Adkins, *Chairman*

Roy N. Martin

AIMS

To acquaint students with basic theories, research techniques, and applied practices in sociology, social work, and anthropology, and to prepare students for graduate study in these disciplines, or to enter professions in community service and other fields which require a knowledge of social relations.

REQUIREMENTS FOR FIELD OF CONCENTRATION

A minimum of 36 hours in the Department, including Sociology 100, 200, 208, 209, and 477, plus a Senior Project.

With the exception of Sociology 208, 351, and 356, which have no prerequisites, either Sociology 100 or 210 is prerequisite to all other courses in Sociology and Anthropology. Sociology 220 is prerequisite to all other courses in Social Work.

Soc. 100 Introduction to Sociology 4 hours
Introduction to basic concepts and perspectives of the study of society. Includes analysis of principal institutions and social processes.

Soc. 200 Sociological Theory 4 hours
Examination of social thought with primary emphasis upon the principal theorists from the 19th century to the present.

Soc. 208 Research Methods and Statistics I 4 hours
Some of the more common methods and statistics used in social research. Includes introductory practical experience with statistical program packages in computing.

Soc. 209 Research Methods and Statistics II 4 hours

The student is guided in the conduct of an empirical research project. Includes hypothesis formation and testing, methods of data collection and analysis, and problems of sampling. *Prerequisite: Soc. 208*

Soc. 309 Formal Organization 4 hours
Analysis of commercial, industrial and public organizations and bureaucracies. Morale, subgroup conflict and cooperation, and the impact of social environment or organizational structure.

Soc. 329 Population Study 4 hours
An introduction to demography. Theories and methods of studies concerning population size and composition. Trends of population change in the world and in the United States.

Soc. 351 The Family 4 hours
Examination of the structure and function of the family as a basic unit of social organization. Changing nature of marriage and the family in American society.

Soc. 353 Social Stratification 4 hours
Study of forms of social stratification and differentiation. Class, prestige and power as the bases of stratification. Theories of the cause of social stratification and social mobility.

Soc. 356 Sociology of Religion 4 hours
Formal religion and its functional equivalents both in primitive and modern societies. The relationship between religion and other social institutions. Religion and social change.

Soc. 362 Socialization 4 hours
Study of socialization as a process whereby the individual becomes a functioning member of a group. Processes of resocialization.

Soc. 361 Deviance and Social Control 4 hours
Sociological perspectives focusing on problems of deviance such as crime, mental illness, and sexual deviation. Institutions of correction and rehabilitation are examined.

Soc. 470 Field Work

2-8 hours

Available to students who are sufficiently advanced in their theoretical and methodological studies to undertake investigation of a practical or theoretical problem in a field setting. *Prerequisite: Permission of Department.*

Soc. 477 Senior Seminar

4 hours

Consideration of conceptual and research problems in a seminar setting. Includes preparation for comprehensive examinations and senior projects.

Soc. 487-488 Independent Study

2 or 4 hours each

Studies may be planned as extensions of, or separate from, existing Department offerings.

Soc. 490 Senior Project

2-8 hours

For students approaching completion of their majors. Designed to help students evaluate their activities in sociology and to integrate their educational experiences.

**Anthropology****Soc. 210 Introduction to Anthropology**

4 hours

An introduction to the physical, cultural, and technological evolution of man. Investigation of human nature through examination of cultural institutions related to kinship, age, sex, economics and religion.

Soc. 320 Peoples and Cultures of the World

4 hours

An introduction to cross-cultural analysis through a comparative survey of selected non-Western cultures and societies. Major social and cultural features of populations in different world areas.

Soc. 330 Applied Anthropology

4 hours

Planned and directed social and cultural change. An examination of the history, theory and methods of applied anthropology with emphasis upon the dynamics of technological change.

Social Work**Soc. 220 Introduction to Social Welfare and Social Work**

4 hours

An examination of the origin and development of social welfare as an institution in the United States. Examination of the role of the social worker, and the place of the profession in society.

Soc. 350 Social Work Practice

4 hours

Introduction to social work practice as the skills of the helping profession. Includes fundamentals of case work, group work and community organization.

Soc. 370 Social Welfare Policy and Services

4 hours

Examines the social, political and economic context of social welfare policies and programs. Analysis of specific policy issues and their national priorities.



Theatre

David J. Judy, *Chairman*

Mark P. Stevenson

Meta M. Lasch

AIMS

To provide students with a working knowledge of the major theatre techniques: acting, directing, production design, and oral interpretation; to acquaint students with the development of dramatic literature and the history of theatre; and to prepare students for graduate work in theatre, for work in professional or community theatre, or for the teaching of the dramatic arts.

REQUIREMENTS FOR FIELD OF CONCENTRATION

Each student is required to complete a minimum of 34 hours in the Theatre Department, exclusive of the Senior Project. The following courses are required: Theatre 145, 151, 152, 154, 202, 221, 255-256, 270, 273, 274, 330, 401-410 (any two-hour course), and 477. It is recommended that students also take courses from among the following: English Department courses concentrating on dramatic literature; speech, oral interpretation, and radio-television courses; art and music courses; Philosophy 368; and other courses in the Theatre Department.

For those desiring to be certified to teach theatre in secondary schools, a major in English with a specialty in theatre is mandatory. English 480 is

required for certification. (See also the English Department for the possibility of theatre specialization under Requirements 1 and 2 for field of concentration.)

Each Theatre major must take the comprehensive examination. The examination consists of three parts: the Undergraduate Record Examination, an essay examination, and an oral examination.

Th. 145 Introduction to Dramatic Literature 4 hours

Study of the development of drama as a form of literature, with emphasis upon how to read plays and how to attend performances of these scripts when put to practice. (May be taken for credit as English 145.) *Offered Fall 1978-79.*

Th. 151 Fundamentals of Set Construction 2 hours

Offered each half of both semesters.

Th. 152 Fundamentals of Theatre Lighting 2 hours

Offered each half of both semesters.

Th. 153 Fundamentals of Costume Design and Construction 2 hours

Offered each half of both semesters.

Th. 154 Fundamentals of Stage Make-Up 2 hours

Offered each half of both semesters

Th. 155 Puppetry 2 hours

Fundamentals of puppet construction and puppet stage design. Emphasis is placed upon the creation of a puppet program to be presented for public performance in elementary schools. *Offered Spring 1979-80.*

Th. 202 Playwriting 2 hours

(See English 217.)

Th. 203 Interpersonal Communication: Speech 4 hours

(See Communications 203.)

Th. 205 Advanced Interpersonal Communication: Speech 2 hours

(See Communications 205.)

Th. 210 Dance for Non-Dancers 2 hours

The development of beginning dancing skills with emphasis upon improvisational dance modes and creative body language. *Offered Spring 1978-79.*

Th. 220 Beginning Acting 2 hours

Movement, various styles, improvisations, projections of character, and speech technique. The course includes a 10-20 minute planned and rehearsed program that demonstrates skills acquired in improvisation and body and voice techniques.

Th. 222 Advanced Acting 2 hours

Scene study as a unit of theatrical form. Scenes from various periods to be directed and performed. Focus on interaction between characters. *Prerequisite: Th. 220. Offered Spring 1979-80.*

Th. 230 Children's Theatre 2 hours

The development of techniques required for performing before children. Focus is upon the preparation of a complete children's theatre project to be presented before groups of young people. *Prerequisite: Th. 220. Offered Spring 1979-80.*

Th. 255-256 Great Plays 2 hours each

(See English 255-256.)

Th. 270 Shakespeare 4 hours

(See English 270.)

Th. 273 British Drama to 1901 2 hours

(See English 273.)

Th. 274 British and American Drama in the Twentieth Century 2 hours
(See English 274.)

Th. 330 Beginning Direction 2 hours
Fundamentals of staging: blocking, movement, stage business, tempo, script analyses, casting, and rehearsal planning. The course includes preparation of a prompt book for a one-act play to be directed for public performance. *Prerequisite: Th. 220.*



Th. 401-410 Studies in Dramatic Literature 2 hours

Advanced study of one or more major dramatists or of a period or movement in the theatre. *Prerequisite: Previous study of the subject in an introductory course. Enrollment in each course limited to 12 students.*

Th. 477 Senior Seminar 2 hours
Reading, criticism, and research designed to review and correlate a student's work in the Theatre Department. *Prerequisite: All required courses in the department and at least one advanced seminar. Offered Spring 1978-79.*

Th. 480 Methods of Teaching English and Theatre 2 hours
Study of methods and materials used in teaching English and theatre. The teaching of high school composition and literature. Literary analysis, systems of grammar, and reading improvement. (May be taken for credit as Education 480.) *Offered Spring 1978-79.*

Th. 487-488 Independent Study 2 or 4 hours each
Individual study in any area of theatre or English in which the student is qualified to work independently. Independent study is offered only in areas not included in other courses in the English and Theatre Departments. *Prerequisites: Demonstrated proficiency in expository writing, adequate preparation to undertake the study as determined by the instructor, and permission of the chairman of the department.*

Th. 490 Senior Project 2 or 4 hours
During the junior year each theatre major must present for the approval of the department a prospectus for a major project in acting, directing, production design, or the history of theatre. During the senior year the theatre major must successfully complete this project and defend it in oral and/or written form. Acceptable projects include a solo performance at least one hour in length; the direction of a full-length play; the design and/or the execution of the lighting, settings, or costumes for a full-length play; or a study of a specific aspect of theatre history. *Open only to senior theatre majors.*

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East Carolina University; B.A., Atlantic Christian College; B.D., Texas Christian University; M.A., Ph.D., Yale University; LL.D., Atlantic Christian College.

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A.B., Transylvania College; B.D., S.T.M., Yale University; A.M., Ph.D., The University of Chicago.

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B.A., Bethany College; M.Div., Yale University; University of Buffalo; West Virginia University.

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B.S., Slippery Rock State College; M.Ed., Kent State University; West Virginia University.

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University of Dijon; B.A., Bethany College; M.A., and Prof. Dipl., Columbia University; University of Pittsburgh; University of London; University of Pennsylvania; University of Cambridge; LL.D., Bethany College; LL.D., College of Steubenville; LL.D., Drury College.

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B.A., West Virginia Wesleyan College; M.A., Ohio State University; University of Michigan.

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B.A., Rollins College; M.A., Ph.D., University of North Carolina; American Academy in Rome; Royal University, Perugia, Italy.

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B.A., Brown University; M.A., Columbia University; M.Litt., Ph.D., University of Pittsburgh; University of Frankfurt am Main; Yale University; University of Paris.

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B.S., Alma White College; M.S., New York University; Rutgers University; Columbia University; University of Pittsburgh.

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B.A., Wellesley College; M.A., Pennsylvania State University; Middlebury College; Columbia University; Colorado College; University of Besançon; University of San Luis Potosi.

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B.A., B.M., Friends University; M.A., University of Kansas; Pittsburgh Musical Institute; Juilliard School of Music; Indiana University.

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B.A., Muskingum College; M.Ed., University of Pittsburgh; University of Wisconsin; New York University; University of Wyoming; University of Southern California; University of Michigan.

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B.A., M.Litt., University of Pittsburgh; University of Southern California; Pennsylvania State University; Ohio State University.

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B.A., University of North Dakota; M.A., Columbia University.

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B.A., B.D., Texas Christian University; LL.D., Texas Christian University; Litt.D., Culver Stockton College; L.H.D., Chapman College; Ed.D., Transylvania University; University of Chicago; Columbia University; Litt.D., University of Cincinnati; Ed.D., Findlay College; Ped.D., Youngstown University; D.B.A., Lawrence Institute of Technology; H.H.D., Bethany College.

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B.A., Bethany College; Marjorie Webster School of Physical Education.

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B.A., University of Nanking; Ph.D., University of Chicago.

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B.S., United States Military Academy; M.A., University of Maryland; Catholic University; Laval University.

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B.A., M.A., Indiana University.

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B.S., Slippery Rock State College; M.Ed., Pennsylvania State University; Ph.D., Syracuse University; University of Pittsburgh.

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B.A., Bethany College; M.A., Princeton University; University of Akron; University of Kansas; University of Birmingham, England; University of Edinburgh; Oxford University.

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B.A., Culver-Stockton; B.D., University of Chicago; M.S., Northwestern University; University of Oklahoma; George Peabody College; Scaritt College; Saltillo (Mexico) State Teachers College; Diploma from National University of Nicaragua; Diploma from University of San Carlos; Ohio University; University of Denver; Universidad Iberoamericana.

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B.A., Washington University; B.D., M.A., Ph.D., Yale University; Basel University; McGill University; University of Tübingen.

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B.Th., Northwest Christian College; B.A., Transylvania University; B.D., Butler School of Religion; M.A., Butler University; Th.D., Harvard University; University of Chicago; New York University; University of Tübingen.

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A.A., Trenton Junior College; B.S.Ed., Northeast Missouri State Teachers College; M.A., Ph.D., University of Missouri.

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B.S., New York State College of Forestry; Ph.D., University of Wisconsin.

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BETHANY

COLLEGE BULLETIN

1979-1980

BETHANY COLLEGE BULLETIN

Vol. LXXII No. 4

August 1979

(USPS 052-420)

Second class postage paid at Bethany, West Virginia, 26032. Published five times a year, February, April, July, August and October, by Bethany College, Bethany, West Virginia.

NOTICE OF NONDISCRIMINATORY POLICY

Bethany College admits students of any race, color, sex, religion, handicaps, and national or ethnic origin to all of the rights, privileges, programs, and activities generally accorded or made available to students at the school. Bethany does not discriminate on the basis of race, color, sex, religion, and national or ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, athletic activities, or other school-administered programs.



COLLEGE CALENDAR

1979-80

FIRST SEMESTER

August 30-Sept. 1 Thurs., Fri., Sat., Fall Faculty Workshop

September

2-3 Sun.-Mon. Orientation and Evaluation for new students
4 Tues. Registration. Also Diagnostic Testing for all transfers and readmissions
5 Wed. Classes begin for all students
11 Tues. Last day for re-adjustment of schedules without academic and financial penalty; last day to add a course
13 Thurs. Formal Convocation
18 Tues. Last day of credit/no credit
29 Sat. Homecoming

October

13 Sat. Parents' Day
23 Tues. Last day of classes for first-half of semester
23-24 Tues.-Wed. Final exam nights for first-half semester courses
26 Fri. Mid-term grades are due

November

10 Sat. Board of Trustees' Meeting
12-20 Mon.-Tues. Registration for second semester
20 Tues., 4 p.m. Thanksgiving vacation begins
26 Mon., 8 a.m. Thanksgiving vacation ends

December

10 Mon. Writing Qualification Test for Freshmen Seminars
14 Fri. Last day of first semester classes
17-21 Mon.-Fri. Final Exam Period (use as many days as necessary)
22 Sat. Final grades are due

JANUARY TERM (JANUARY 7th - FEBRUARY 1st)

January

28-29 Mon.-Tues. Senior Comprehensive Exams (Written)
30-1 Wed.-Fri. Senior Comprehensive Exams (Oral)

SECOND SEMESTER

February

1-2 Fri.-Sat. Winter Faculty Workshop
3 Sun. Registration for all students and Diagnostic Writing Test for all transfers and readmissions
4 Mon. Classes begin for all students
8 Fri. Last day for re-adjustment of schedules without academic and financial penalty; last day to add a course
14 Thurs. Formal Convocation
15 Fri. Last day for credit/no credit

March

6 Thurs. Founders' Day
19-20 Wed.-Thurs. Final Exam nights for first-half semester courses
21 Fri. Last day of classes for first-half of semester
21 Fri., 4 p.m. Spring vacation begins
24 Mon. Mid-term grades are due
31 Mon., 8 a.m. Spring vacation ends

April

3 Thurs. Writing Qualification Tests (Sophomores and Juniors)
10 Thurs. Honors Day
14-18 Mon.-Fri. Registration for first semester 1980-81

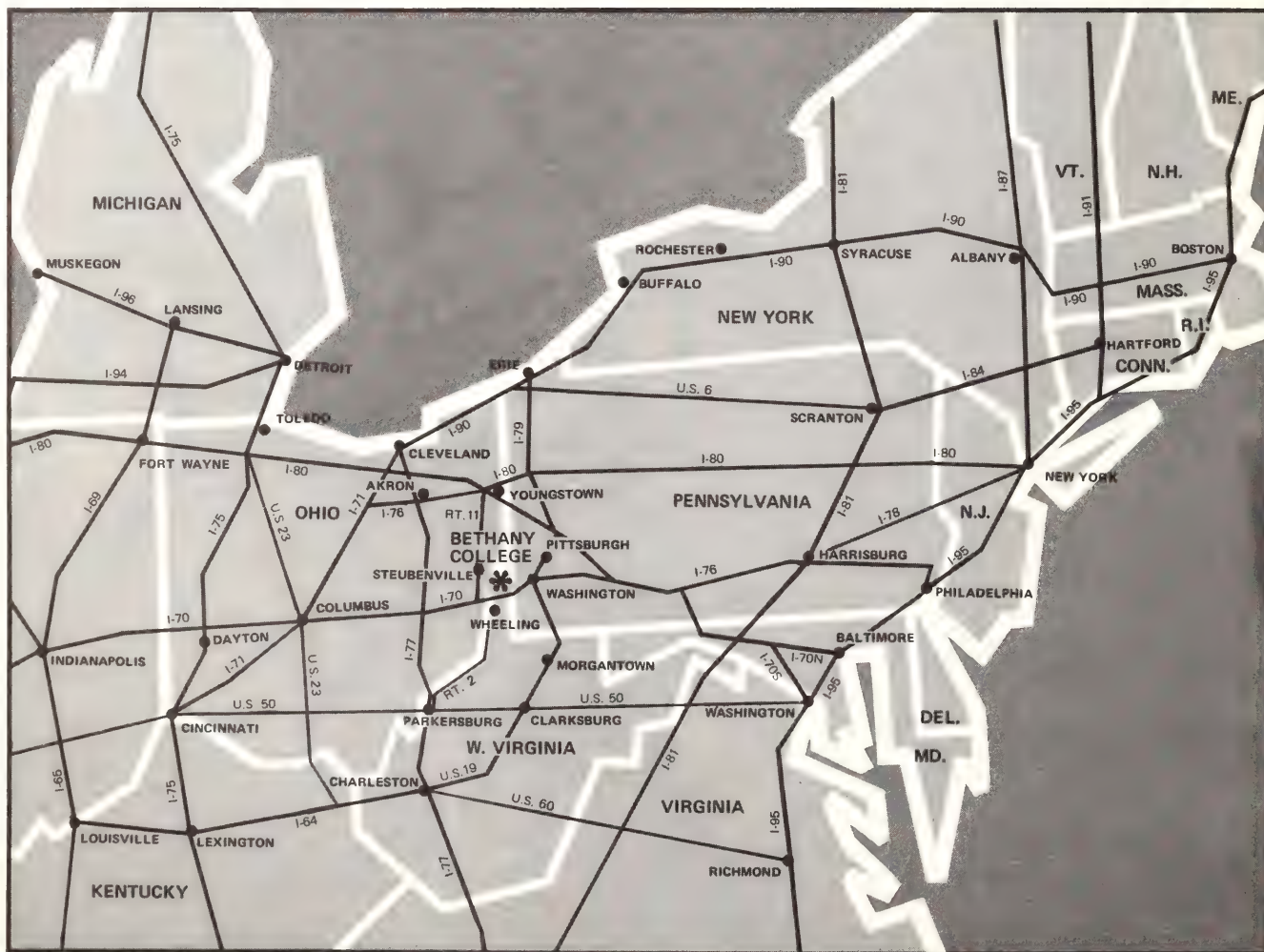
May

3 Sat., 8 a.m. Reading period for seniors
5 Mon. Grades due for seniors taking comps
9-11 Fri.-Sun. Spring Festival and Parents' Weekend
12-13 Mon.-Tues. Senior Comprehensive Exams (Written)
14-17 Wed.-Sat. Senior Comprehensive Exams (Oral)
16 Fri. Grades due for seniors who took comps in January
16 Fri. Last day of second semester classes
17 Sat. Alumni Day
19-23 Mon.-Fri. Final Exam Period (use as many days as necessary)
22 Thurs., 1 p.m. Final Faculty meeting
23 Fri. Board of Trustees' meeting
23 Fri., 8 p.m. Baccalaureate
24 Sat., 10 a.m. Commencement
26 Mon. Final grades are due



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BETHANY PROFILE



HISTORY

Bethany was established as a private educational foundation, chartered under the laws of then undivided Commonwealth of Virginia on March 2, 1840, more than two decades before West Virginia became a state. The charter was written by Alexander Campbell, a celebrated debater, Christian reformer, and educator, who not only provided land for the campus and \$15,000 toward the first building, but also served as Bethany's first president until his death in 1866.

Bethany's traditions are derived from the University of Glasgow in Scotland, where Campbell studied before coming to America in 1809, and from the University of Virginia, from which Campbell gleaned much of the College's original curriculum and faculty.

Since its inception, Bethany has remained a four-year private college affiliated with the Christian Church (Disciples of Christ). This religious body, of which Campbell was one of the principal founders, continues to support and encourage Bethany, but it exercises no sectarian control.

LOCATION

Bethany is located in the northern panhandle of West Virginia, a narrow tip of land between Ohio and Pennsylvania. This special location in the rolling foothills of the Allegheny Mountains puts Bethany near several large cities. To the northeast, just 50 miles away, is the major urban and cultural center of Pittsburgh. Fifteen miles to the southwest is Wheeling, W.Va., the dominant northern city in the state and location of Oglebay Park, one of the nation's best-known summer and winter resorts.

ACCREDITATION AND MEMBERSHIPS

- North Central Association of Colleges and Secondary Schools
- Association of American Colleges
- American Council on Education
- College Entrance Examination Board
- American Association of Colleges for Teacher Education
- National Council for the Accreditation of Teacher Education
- Board of Higher Education of the Christian Church (Disciples of Christ)
- Women graduates are eligible for membership in the American Association of University Women.

ENROLLMENT

Each year Bethany students — approximately 550 men and 400 women — represent some 29 states and 16 foreign countries. The majority come from Pennsylvania, New Jersey, New York, Ohio, Connecticut, Maryland, and West Virginia. Nearly 85 per cent of the student body is from out-of-state.

CURRICULUM

In December 1971 a new curriculum was adopted for Bethany students. Called the Bethany Plan, it provides not only for a classroom-based program but for an experience-based program as well. It is a recognition that the classroom is not the only place for meaningful education.

The Plan provides for a close student-faculty relationship. In consultation with a faculty advisor, the student is asked to design or to help plan an educational program to satisfy his or her personal goals. It encourages students to develop their own special course of study. Pages 45-59 discuss this curriculum in detail.



GOALS

Bethany College is a private, four-year, church-related but autonomous, co-educational, residential, liberal arts college with a tradition of an innovative and quality educational program which emphasizes critical reason and the religious dimension of life, community experience and the importance of the individual, ethical responsibility and the satisfactions of personal accomplishments, the integration of the total person, and the value of a life of work and service to others.

The educational program is designed to help each Bethany student realize seven goals:

- 1) to discover how to acquire, evaluate, and use knowledge
- 2) to master the skills of communication
- 3) to cooperate and collaborate with others in study, analysis, and formulation of solutions to problems
- 4) to understand contemporary issues and events
- 5) to analyze personal values, to perceive and to deal sympathetically with the values of others, and to be open to the continued evaluation of both



- 6) to make progress toward the selection of and the preparation for a vocation
- 7) to integrate the varied experiences of life and to see the relationship of the college experience to future development as a responsible citizen.

EDUCATIONAL RESOURCES

Substantial resources are invested in the education of Bethany students. The gross assets of the College on June 30, 1978, totaled \$29,959,996. Facilities and equipment at book value were \$17,636,175, with a replacement value of approximately \$42,000,000. The market value of all endowment funds was \$11,081,186.

More than 30 academic, administrative, and residential buildings are on Bethany's campus.

Pendleton Heights (1841) was built during the college's first year by W. K. Pendleton, a member of the first faculty and second president of the College. Today it serves as home for Bethany's president. Pendleton Heights is listed in the "National Register of Historic Places."

Old Main (1858) is the central unit of Bethany's academic building. Its tower dominates the campus and is the chief architectural feature noted as one approaches the College. Old Main is listed in the "National Register of Historic Places." The building is one of the earliest examples of collegiate Gothic architecture in the United States, and is in the process of restoration.

Commencement Hall (1872) provides the setting for convocations, concerts, lectures, dramatic presentations, and other gatherings. Studios and classrooms for the art department occupy the ground floor of the building. It was remodeled in 1924.

Cramblet Hall (1905) was constructed through a gift from Andrew Carnegie. Originally the library, it was remodeled in 1961 to house Bethany's administrative offices. It is named in honor of two presidents of the College, Thomas E. Cramblet and his son, Wilbur.

Cochran Hall (1910) was built as a men's residence by Mark M. Cochran of the class of 1875. The interior of the building was completely remodeled during 1974-75 to serve as a faculty office and student conference center. Today it houses eight academic departments of the College and several administrative offices.

Oglebay Hall (1912) a gift of Earl W. Oglebay of the class of 1869, accommodates the laboratories and classrooms for the biology and psychology departments.

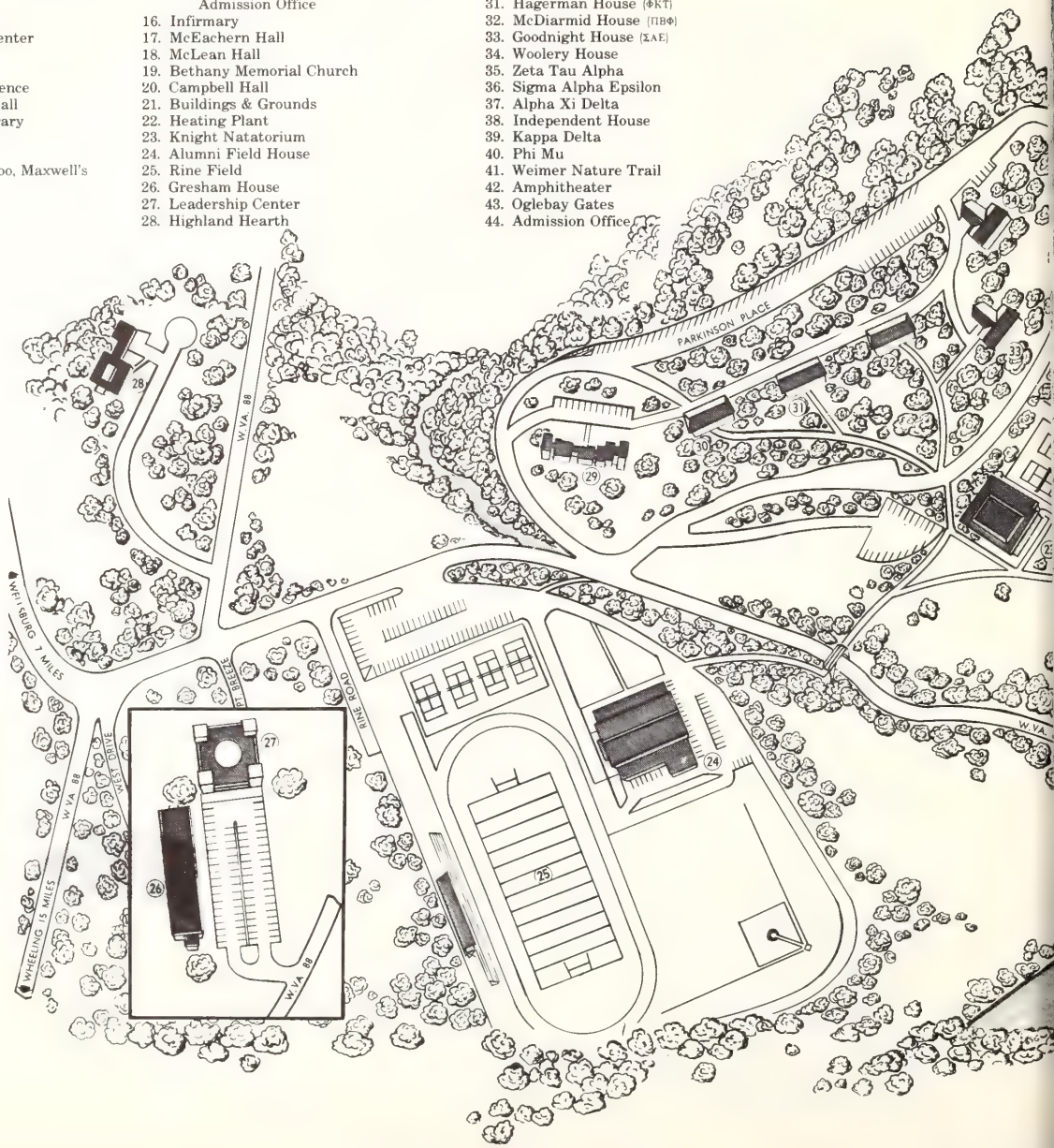
Irvin Gymnasium (1919) a gift of the Irvin family of Big Run, Pa., serves as a physical education center for men and women. It contains a modern dance studio.

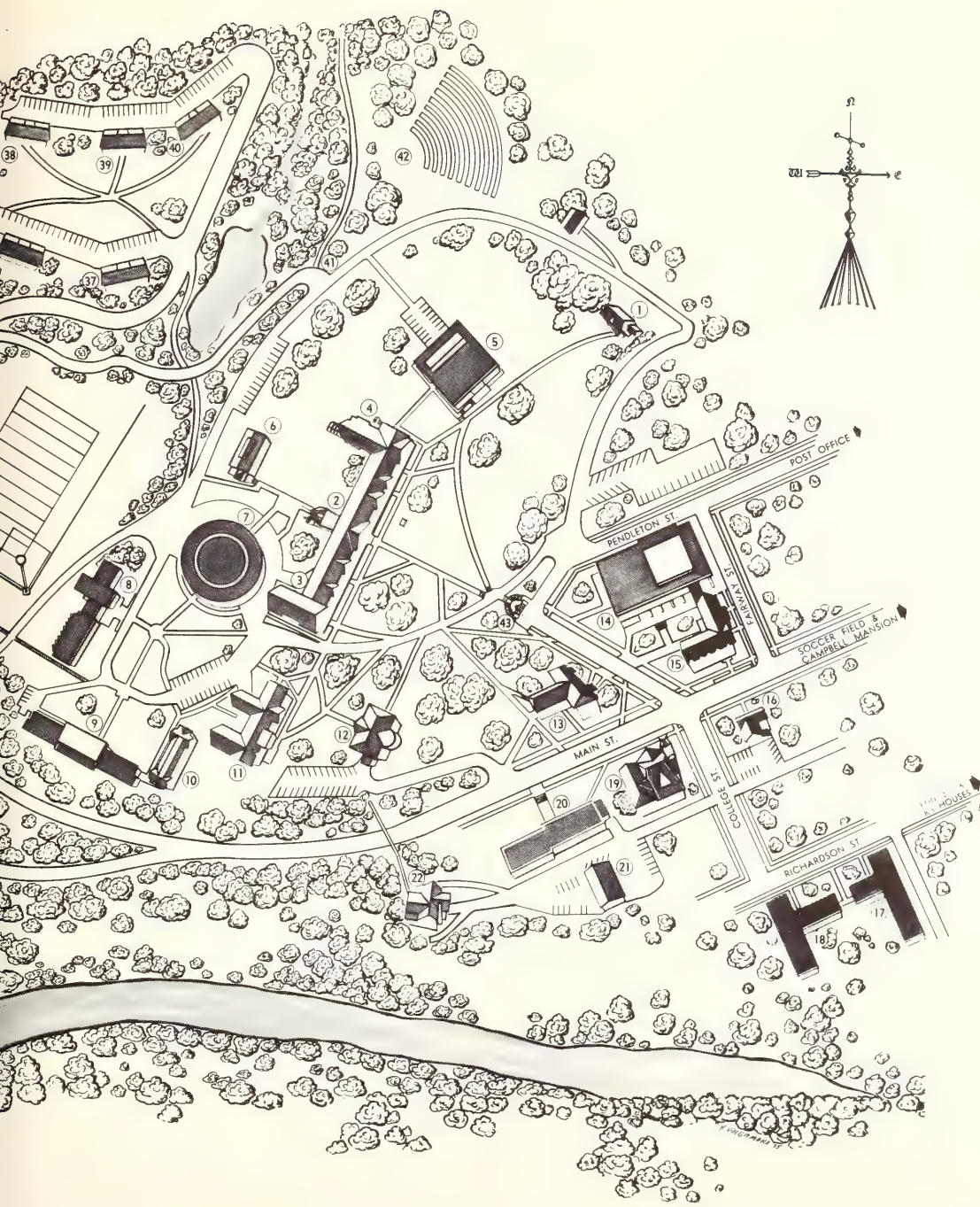
BETHANY

10

1. Pendleton Heights
2. Old Main
3. Commencement Hall
4. Oglebay Hall
5. Steinman Fine Arts Center
Wailes Theater
6. Irvin Gymnasium
7. Richardson Hall of Science
Weimer Lecture Hall
8. Phillips Memorial Library
9. Morlan Hall
10. Harlan Hall
11. Phillips Hall Renner Too, Maxwell's
12. Cramblet Hall
13. Cochran Hall
14. Benedum Commons
15. Bethany House-Renner Union
Bookstore
Admission Office
16. Infirmary
17. McEachern Hall
18. McLean Hall
19. Bethany Memorial Church
20. Campbell Hall
21. Buildings & Grounds
22. Heating Plant
23. Knight Natatorium
24. Alumni Field House
25. Rine Field
26. Gresham House
27. Leadership Center
28. Highland Hearth
29. Faculty Apartments
30. Clark House (ΔΔΔ)
31. Hagerman House (ΦΚΤ)
32. McDiarmid House (ΠΒΦ)
33. Goodnight House (ΣΑΕ)
34. Woolery House
35. Zeta Tau Alpha
36. Sigma Alpha Epsilon
37. Alpha Xi Delta
38. Independent House
39. Kappa Delta
40. Phi Mu
41. Weimer Nature Trail
42. Amphitheater
43. Oglebay Gates
44. Admission Office

Scale: 1" = 300'





Renner Union-Bethany House (1948) is the student union. Here are found the campus radio station, the college bookstore, a student photographic dark-room, music listening rooms, a spacious lounge, and the Admission Office. The alumni joined in 1969 with the R. R. Renner family of Cleveland, Ohio, to remodel this facility.

Alumni Field House (1948) provides physical education facilities for men and women. It is also used for concerts. Adjacent to the field house are football and baseball fields, tennis courts, and a quarter-mile track.

Richardson Hall of Science (1964) provides facilities for the chemistry, physics, and mathematics departments and houses the computer center. It is named for Robert Richardson, Bethany's first science professor.

John J. Knight Natatorium (1967) contains a six-lane, 25-yard, heated pool which is used in the physical education program and for intercollegiate competition. It is named for John J. Knight, long-time director of athletics. Four tennis courts are located next to the natatorium.

Benedum Commons (1969) is the modern, air-conditioned dining facility for all Bethany students. In addition to the main dining room, the building houses a snack bar, lounge facilities and several small dining rooms for special student and faculty events.

David and Irene Steinman Fine Arts Center (1969) houses the education, music, and theatre departments. A fully-equipped theatre occupies the central portion of the building. The music department consists of teaching studios, studio-classrooms, a general rehearsal room for the larger choral and instrumental groups, and individual practice rooms.

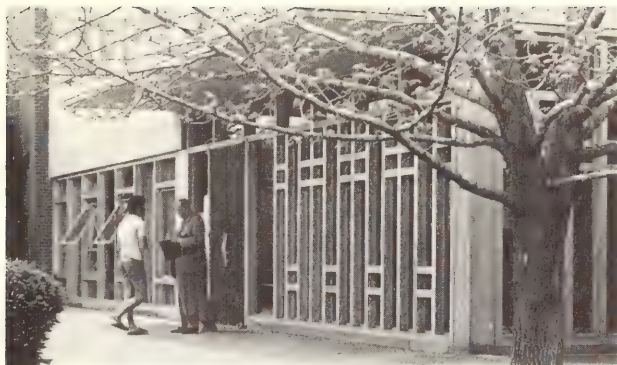
Leadership Center (1972) is the world's first solarized satellite receiving center and houses offices, seminar rooms, exhibition areas, and a 123-seat circular conference room for continuing education activities. The center offers a regular series of conferences, seminars, and workshops for education, business, and professional groups. It is a memorial to Thomas E. Millsop, former president and chairman of the National Steel Corporation.

Gresham House (1972) is the Millsop Center's adjoining guest facility which provides 40 rooms for overnight accommodations for visitors to the College. It is named for Dr. Perry E. Gresham, Bethany's twelfth president, and his wife, Aleece.

RESIDENCE HALLS

Harlan, Morlan, Phillips, and Campbell are the largest residence halls on the Bethany campus. Since 1966, Bethany has moved toward small, self-governing living units, each accommodating either 32 or 48 students and containing social and recreational facilities. Phillips Hall, one of two freshmen women residences and the oldest residence hall (1890) on campus, was remodeled in early 1978. The ground floor now houses a large, multi-purpose recreation room, Renner Too, Maxwell's Coffee House and kitchen facilities. In addition, all students' rooms have been redecorated and the heating system, fire safety and access for the handicapped have been improved.

In the early 1970's, six 32-bed residence units were constructed on the wooded north slope of the campus. These units house fraternities, sororities, and independent men.



PHILLIPS MEMORIAL LIBRARY

The T. W. Phillips Memorial Library, built in 1959, contains nearly 140,000 volumes of books, recordings, and bound periodicals. Supplementary collections include microforms, pamphlet files, selected government documents, and a circulating art print collection. The library's periodicals holdings number 698 titles of which 587 are currently received.

The staff of three professional librarians and their clerical assistants are readily available to assist with any information or reference need. The library is open 95 hours a week.

Through membership in the Pittsburgh Regional Library Center, the research collections and reference services of the colleges, universities, and special libraries of the nearby Pittsburgh area are available to Bethany faculty and students. A similar interlibrary program exists among West Virginia's colleges and universities. Materials can also be obtained on loan from other libraries across the country for faculty and students.

Materials also can be obtained on loan through Bethany's membership in OCLC, Inc., a nationwide computerized library cataloging and interlibrary

loan network of more than 1,500 college, university, major public and special libraries.

Many personal libraries and collections have been received from alumni and friends of the College.

The Campbell Room contains books, periodicals, letters, paintings, photographs, and museum pieces related to Bethany's first president, Alexander Campbell, his Bethany associates, and his family. It is an important research collection not only for the history of the College and the religious movement that Campbell founded but also for regional and intellectual history of the nineteenth century.

MEDIA CENTER

The Media Center, housed in Phillips Memorial Library, provides instructional media materials and equipment for use in the classroom and by students. The center also has production facilities for slides, audio and video tapes, filmstrips, transparencies, dry mounting, laminating, and high speed tape duplication.

The Media Lab provides individualized learning opportunities for students and makes available a variety of media software materials, including language lab tape recorders, stereo reel to reel tape recorders, short wave transceivers and stereo record listening. Facilities for recording, previewing and small group interaction also are available.

Close coordination between the Media Center and other media-oriented units on campus — WVBC Radio, TV 3 television, biology auto-tutorial laboratory, the duplicating services and the Appalachian Education Satellite Program — make it possible for the Bethany College Media Center to meet any of the media needs of the students.

BETHANY



COLLEGE LIFE

At Bethany, education is a total experience of living and learning. The College community offers a myriad of activities from hang gliding to campus theatre productions. Students are encouraged to participate in those things that will best complement their educational experience.

Bethany assumes the mature and responsible citizenship of its students. The College believes this citizenship is best realized through the personal freedom of each individual, as well as the community building efforts of students, faculty and administrators. College officials intervene only when the rights and privileges of some are threatened by the actions of others.

Through this community interaction, there is such a sense of ownership by both those who learn and those who teach that the term "Bethanian" has come to mean a special sense of pride.

STUDENT GOVERNMENT

The Student Board of Governors, with representatives from all residence groups, manages a substantial budget and appropriates funds for many diverse student activities. Representatives are appointed to many faculty committees including those concerned with curricula, cultural programs, schedules, athletics, religious life, international education, and the library. In addition, the Student Board of Governors President participates in the biannual Board of Trustees meeting as a non-voting member.

Residence halls form the primary political groups for self-government. Fraternities, sororities, and house associations accommodate all upperclassmen in small self-governed units. These students are responsible for their conduct; cultural, academic, and social programming, and care of the facilities. Shortly after arrival, freshmen also organize and send representatives to student government.

STUDENT REGULATIONS

A complete description of the regulations pertaining to housing, telephones, dining rooms, health services, motor vehicles, use of alcoholic beverages and drugs, eligibility requirements, and other areas of student life is contained in the *Student Handbook*. However, applicants for admission should know the following in advance:

- 1) With the exception of commuters (i.e., married students or students living with parents) all students are required to live in College residence halls or fraternity or sorority houses unless excused by the Dean of Students.
- 2) All students, except commuters, are required to board in the College dining hall unless excused by the Dean of Students. No refunds are granted for meals missed.
- 3) Freshmen are not permitted to bring automobiles to Bethany unless the request is approved by the Dean of Students and the vehicle properly registered.
- 4) Violations of regulations which are not adequately dealt with by the self-governing housing unit may be referred to the Dean of Students or to the Student Court. The Student Court is composed entirely of students and offers students the opportunity to be judged by their peers.

RESIDENCE LIFE

The majority of Bethany residences are small, self-governed living units, including 11 home-like, 32-bed or 48-bed houses on the wooded slopes opposite the main campus. In all, 21 housing units are available to students.

Fraternities, sororities, and independent-house associations constitute the primary upperclass social groups on campus. Each association or fraternal group is responsible for arranging its cultural, recreational, and social experiences and for maintaining its own internal discipline. Houses are also responsible for organizing day-to-day housekeeping chores and for working closely with the College in developing a decor that suits the group living style.

Freshmen live in the larger residence halls, but are granted many of the same freedoms and responsibilities of the upperclassmen. Head residents and student resident assistants give a great deal of leadership and counsel the first semester, and by the second semester freshmen are involved in most decision-making.

The seven fraternities and five sororities at Bethany are nationally affiliated and constitute approximately 50 per cent of the student body. Interfraternity Council and Panhellenic Council, composed of representatives from each of the fraternities and sororities, act as the coordinating agencies in fraternal affairs and activities.

The fraternities represented are Alpha Sigma Phi, Beta Theta Pi, Delta Tau Delta, Kappa Alpha, Sigma Alpha Epsilon, Phi Kappa Tau, and Sigma Nu. The sororities are Alpha Xi Delta, Kappa Delta, Pi Beta Phi, Phi Mu, and Zeta Tau Alpha.

SOCIAL LIFE

Much of the social life at Bethany is casual. It may be a coffee date at the Barn or a mid-week sporting event. Any night of the week friends can be found studying together at the library or in a residence hall lounge. Athletics, theatre, movies, concerts, coffee-house programs, and parties fill many weekends.

The student-run College Union Program Board brings numerous big-name concerts to campus.

Last year, the Lester Lanin Orchestra played for Homecoming while other concerts were given by the Aztec Two Step, Jonathan Edwards, Herbie Mann and the New Family of Mann, Pure Prairie League, Comedian Tom Parks, The Michael Stanley Band, Michael Johnson, Meisburg and Walters, and others.

Some of the other entertainers to appear during the year at Maxwell's Coffee House were Bob White, Roy Bookbinder, Pop Wagner, Andy Cohen, Delaware Water Gap, Robin and Linda Williams, Sparky Rucker, Wendy Grossman, Critton Hollow, and others.



VOLUNTEERS IN ACTION

Volunteers in Action is a student-initiated and student-run organization providing various community services by Bethany College students. At the same time, VIA gives Bethanians the opportunity for practical experience in some of the helping professions. Not only is it a means of fulfilling practicum requirements, but VIA offers on and off campus activities to help others along with helping the students themselves develop group skills and a sense of personal satisfaction.



The different volunteer programs work with a diversity of ages and resources. These include experience with teenagers in a juvenile detention center; playing and tutoring with rural children in the Saturday School program; engaging in a one-to-one relationship with children and teens as a Big Brother or Big Sister. Other programs involve helping with the elderly of the Bethany community, visiting and working in a rehabilitation and extended-care hospital; and visiting with individuals at a nearby mental health center.

As the largest student organization on campus, Volunteers in Action hopes to generate concern and compassion throughout the community while enhancing practical learning experience.

CULTURAL ACTIVITIES

Speakers on campus within the past year were Richard Valeriani, NBC News Correspondent; Ted Howard, Co-Author of "Who Should Play God?"; C. Brooks Peters, New York Times Correspondent. Other recent speakers have been Alex Haley, Mark Lane, Vincent Bugliosi, Geraldo Rivera, and Mel Blanc.

Cultural events this past year included Eleanor Steber, Soprano; Liona Boyd, Classical Guitarist; The Pittsburgh Theatre Opera in "Cosi Fan Tutte." In addition, the Bethany Chorus presented its annual performance of Handel's *Messiah*.

Numerous art and photographic shows, including the Bethany Fall and Spring Art Exhibitions, were displayed in Renner Union Lounge. Student and faculty shows were exhibited throughout the year.

Besides the regular Friday and Saturday night schedule of first-run movies, numerous foreign and experimental art films were shown during the year.

THEATRE

Drama is one of the most important co-curricular activities at Bethany. Nearly one-fourth of the last senior class participated in a production while at Bethany. Often acting, directing, playwriting, and producing are correlated with courses in the theatre department. Non-theatre majors have every opportunity to participate.

Most of the productions are staged in Wailes Theatre of the Steinman Fine Arts Center. The theatre seats 300 people and has a fully equipped workshop. Most plays are performed three or four times.

Last year's productions included *Cox and Box*, *Old Times*, *The Tavern*, *Abelard and Heloise*, *Amy*, *The Cherry Orchard*, *A Little Night Music*.

MUSIC

There is a wide range of musical groups on campus in both the vocal and instrumental fields.

The Concert Choir performs on campus and goes on tour each spring. The repertoire consists primarily of serious sacred and secular works of many periods. There is opportunity within the choir itself for the formation of smaller ensembles to cultivate special types of repertoire.

The Madrigal Ensemble and Glee Club are select groups which sing a variety of types of works. These groups, and others in the community, form the Oratorio Chorus which annually presents a major concert during the Christmas season, traditionally including selections from Handel's *Messiah*.

The College Band performs at athletic contests and for special occasions throughout the year. Band members attend an instrumental seminar each fall before the opening of school.

The Brass Choir appears at formal convocations and in concerts. It is open to qualified players by audition as vacancies occur.

Chamber Music is provided by woodwind quintets, string quartets, and smaller ensembles that develop annually and are open to all who play orchestral instruments.

There is opportunity for proficient orchestral musicians, especially string players, to play in the Wheeling Symphony. To be admitted into this orchestra one must audition with the Symphony's director.

PUBLICATIONS AND RADIO-TV

Student-produced publications include a campus newspaper, *The Tower*; a yearbook, *The Bethanian*; a literary journal, *The Harbinger*; a foreign language periodical, *The Polyglot*; and a magazine, *The Folio*. This past year, the newspaper, the yearbook, the literary journal and the magazine won national awards for excellence. There is also a campus radio station, WVBC-FM, and a campus television station, Cable 3.

All of these media are under the supervision of the Board of Communications which is chaired by the president of the Student Board of Governors. The board includes the student editors and business managers of all publications, the general manager and program director of the radio and television stations, and members of the faculty and administration.

INTERCOLLEGIATE ATHLETICS, INTRAMURALS, AND RECREATION

Men's intercollegiate sports include baseball, basketball, cross country, football, golf, lacrosse, soccer, swimming, tennis, and track.

Women's intercollegiate sports include basketball, field hockey, lacrosse, tennis, volleyball and softball.

Bethany is a member of the Presidents' Athletic Conference which also includes the following colleges and universities: Allegheny, Carnegie-Mellon, Thiel, and Washington & Jefferson in western Pennsylvania; and Case-Western Reserve, Hiram, and John Carroll in Ohio. Membership is also held in the National Collegiate Athletic Association, Association for Intercollegiate Athletics for Women and the Pennwood West Conference.

Recreation is provided for the entire student body through an extensive intramural and open recreation program. Men's intramural sports include basketball, bowling, cross country, football, golf, racketball, softball, swimming, table tennis, tennis, track, volleyball, and wrestling. Women's intramural sports include bowling, basketball, cross country, softball, table tennis, football, swimming, tennis, track, and volleyball. The director of intramural athletics supervises the program.

Bethany encourages students to develop skills in recreational activities that may be continued through life. In addition to the usual team sports, staff instruction is available in archery, badminton, horseback riding, swimming, golf, tennis, camping techniques, jogging, body mechanics, bowling, dancing, gymnastics, and aerobics.

There are many opportunities available for students who wish to pursue recreational interests. The 1,600 acres of College land provide a natural



setting for hiking and nature study. The Wilderness Club provides for camping, backpacking, and rafting. Ski slopes and riding stables are available at nearby Oglebay Park. The Dutch Fork Hunt Club invites students to go fox hunting from September through February. Local farmers are willing to board horses. Three public, 18-hole golf courses, including one of Robert Trent Jones design, are located within 10 miles of campus.

STUDENT HEALTH SERVICES

All students entering Bethany for the first time are required to submit a completed physical examination form before registration. After arrival, the College health service is maintained by student fees, and all students are entitled to infirmary privileges as in-patients and out-patients.

The Bethany infirmary is on 24-hour call for illnesses and injuries which occur during the academic year. Medical service is not available at the infirmary during vacations and recess periods. Students who suffer serious illnesses and accidents are usually treated at the Wheeling Hospital, located 15 miles from the town of Bethany which maintains ambulance service for emergencies.

The College physicians have regular office hours each weekday morning during the school year for free consultation. In case of an emergency operation, when the parents cannot be reached, the Dean of Students, upon the recommendation of the College physician, assumes the responsibility of giving permission for operations.

Bethany provides medical, surgical, and hospitalization insurance. All students are automatically included in the coverage from September 1 to August 31 and are charged accordingly unless the appropriate waiver is forwarded to the Business Office. Expenses for outside consultation and treatment are the responsibility of the student in all cases when not covered by insurance.

RELIGIOUS LIFE

A variety of religious backgrounds is represented in the student body and faculty. While participation in religious concerns is entirely voluntary, there are substantial opportunities for religious exploration and participation on campus.

Many students find in Bethany Memorial Church an opportunity for expression of their religious faith. The minister of this church, who is also the College chaplain, is available to students for counseling and advice on personal and religious matters.

The Bishop of Wheeling-Steubenville Diocese of the Roman Catholic Church provides a chaplain for

Catholic students. He is available on a weekly schedule for counseling, in addition to the celebration of Mass each Sunday and on Holy Days.

The Jewish fellowship meets for worship and study. Jewish congregations in Steubenville and Wheeling sponsor the fellowship and entertain Jewish students for the high holidays.

PLACEMENT

The Placement Office assists and advises underclass students, graduating seniors and alumni in planning careers and in obtaining temporary and/or permanent jobs. The office maintains a campus interview schedule, a career library and resource center consisting of career-planning literature, job announcements and graduate and professional school information. Free credential service is available to those who register by completing the necessary forms. In addition to providing counsel for resume preparation, interview techniques and job procedures, the placement director is a member of the Career Advisement Committee of the faculty. Bethany also has established a reciprocal agreement with four area colleges to offer students an opportunity to schedule personal interviews with representatives of firms visiting those campuses.

ADVISING AND COUNSELING

Bethany recognizes the need to provide its entering students with an introduction to their work in new surroundings and therefore requires freshmen to come to the campus several days before the formal registration of other students. The orientation period is planned not only to introduce the students to the College but also to introduce the College to the students.

From the beginning of their collegiate career, students are assigned a faculty advisor. Through the Bethany Plan curriculum, freshmen advisors come into weekly seminar contact with their advisees. Thus, they have ample opportunity to observe student strengths and weaknesses in academic situations as well as in more relaxed and informal counseling situations.

After students choose a major field of concentration, they are then assigned to a faculty advisor in their chosen department. This advisor helps the

student plan an academic program consistent with the aims and requirements of the department in a liberal arts education, and a program which is in keeping with the student's abilities and aspirations.

The chief officer in charge of student advising and counseling, student welfare, and coordination of all student personnel administration is the Dean of Students. Members of his staff are available for help in all major areas of guidance, including post graduate and career planning.

ADVISORS

FOR FRESHMEN

Lynn Adkins	Ann Shelly	Gale Thompson	Milton Smith
Daniel Draper	William Allen	Suzanne Carroll	Burton Thurston
John Hull	Roy Fox	Albert Buckelew	Leonora Cayard
William Leech	James Humes	Larry Grimes	William Herzog
Gale Surber	Roy Martin	David Hutter	Arthur Kovacs

FOR FIELDS OF CONCENTRATION

ART	Mr. Kornowski
BIOLOGY	Mr. Larson
CHEMISTRY	Mr. Draper
COMMUNICATIONS	Mr. Herzog
ECONOMICS	Mr. Maggio
EDUCATION	Mrs. Shelly
ENGLISH	Miss McGuffie
FINE ARTS	Mr. Taylor
FOREIGN LANGUAGES	Mrs. Cayard
HISTORY AND POLITICAL SCIENCE	Mr. Young
INTERDISCIPLINARY STUDIES	Mr. Grimes
MATHEMATICS	Mr. Allison
MUSIC	Mr. Crosbie
PHILOSOPHY	Mr. Myers
PHYSICAL EDUCATION	Mr. Hutter
PHYSICS	Mr. Kovacs
PSYCHOLOGY	Mr. Peirce
RELIGIOUS STUDIES	Mr. Kenney
SOCIOLOGY	Ms. Adkins
THEATRE	Mr. Judy

FOR CAREER INTERESTS

DENTISTRY	Mr. Draper
DRAMA	Mr. Judy
ENGINEERING	Mr. Kovacs
LAW	Mr. Young
MEDICINE	Mr. Draper, Mr. Larson
MINISTRY	Mr. Kenney
RADIO	Mr. Humes
RECREATIONAL LEADERSHIP	Mr. Hutter
SOCIAL WORK	Ms. Adkins
TEACHING	Mrs. Shelly
TELEVISION	Mr. Dudt
VETERINARY MEDICINE	Mr. Larson

FOR SPECIAL SERVICES

CAMPUS EMPLOYMENT	Mrs. Ault, Mr. McCann
COUNSELING	Ms. Philliben
FOREIGN STUDENTS	Mr. Larson
	Miss Philliben
	Mr. Myers
GRADUATE FELLOWSHIPS AND SCHOLARSHIPS	
MINISTERIAL TRAINING AWARDS	Mr. Sandercox
SOCIAL SECURITY AND VETERANS BENEFITS	Mr. Kurey
SOCIAL AND RECREATIONAL ACTIVITIES	Miss Nicholson
TESTING	Ms. Philliben
UNDERGRADUATE SCHOLARSHIPS	Mr. Bunnell, Mrs. Kovacs
VOCATIONAL INFORMATION AND GUIDANCE	Mrs. Ault

PRE-PROFESSIONAL STUDY

ALLIED HEALTH PROFESSIONS

Students desiring to prepare for the study of medicine, dentistry, or any of the health related fields will find instruction and facilities at Bethany which satisfy the entrance requirements for the best professional schools.

The Medical College Admissions Test or the Dental Admissions Test, covering medical or dental school entrance requirements in chemistry, biology, and physics as well as the social sciences and humanities, must be taken in the junior year. A program furnishing the proper sequence of courses to prepare students to take either of these tests requires that both beginning chemistry and biology be taken in the first semester of the freshman year.

The Career Advisement Committee of the faculty disseminates information on the professional programs and entrance requirements in the various health related areas as well as writes letters of reference and helps students gain some experience in the matters of interviews.

PRE-LAW

Most law schools do not require specific undergraduate courses for entrance. Rather they expect the broadest possible educational background. They do, however, recommend that the prospective law student acquire skills in three basic areas: 1) effectiveness in the comprehension and expression of the English language, 2) insight into the understanding of human institutions and values, 3) creative power in thinking. Courses in English composition and literature, history, ethics, logic, economics, political science, sociology, and accounting are particularly useful in acquiring these skills.

PRE-ENGINEERING

Training in the sciences and humanities provides a good foundation for pre-engineering students, some of whom desire to transfer to an engineering school after carefully following the requirements of the engineering school they wish to enter.

By cooperative arrangement with Columbia University, Georgia Institute of Technology, and Washington University, Bethany offers the first three years of a five-year course and arranges for the qualified student to transfer to one of these engineering schools for the last two years of undergraduate training. Upon completion of the five-year program, degrees from both institutions are granted. For more information about these programs, see page 51.

PROFESSIONAL CHEMISTRY

A thorough preparation for professional chemistry and a background in the liberal arts at Bethany conforms to American Chemical Society standards. Independent study introduces the student to the principles of research which aids in any contemplated graduate or industrial work following graduation.

PRE-THEOLOGICAL

Students who plan to enter church vocations are expected to complete their preparation in seminaries and graduate schools of religion after graduating from Bethany. Their undergraduate studies, therefore, are primarily liberal arts. Students elect courses which provide necessary pre-seminary studies in the natural and social sciences, the arts and humanities, and religion.



SOCIAL WORK EDUCATION

Students may qualify for entry-level positions in the social work profession by completing an undergraduate major in Bethany's social work program. The liberal arts emphasis of The Bethany Plan provides a rich setting for career preparation in this essentially humane profession. The undergraduate social work program is also solid preparation for graduate work in the field. Although it is desirable to enter the program as early as possible, course requirements can be met during the student's junior and senior years. For further information, see the head of the Sociology and Social Work Department.

TEACHER EDUCATION

The preparation of teachers for the secondary and elementary schools is one of the major professional preparation programs at the college. Requirements for certification may be found in the course listings for the individual academic departments. Students wishing to prepare for a career in teaching should contact the head of the Education Department for further information in the freshman year or as soon as the decision is made.

ACHIEVEMENT RECOGNITION

Bethany encourages achievement in scholarship and leadership in student affairs by public recognition at Commencement, Honors Day, Founders' Day, and on other suitable occasions.

GRADUATION HONORS

Students who have done academic work of unusual merit are graduated with honors: *Summa Cum Laude*, (3.85), *Magna Cum Laude*, (3.65), or *Cum Laude*, (3.35). The awarding of honors is determined upon the basis of total quality points earned, standing in the Senior Comprehensive Examination, and the recommendation of the student's advisor.

Students who do unusually well on the Senior Comprehensive Examination are listed at graduation as having "passed with distinction."

DEAN'S LIST

At the end of each semester, students who have rated high academically (grade point average of 3.65 or better) are designated as "Students Distinguished in Scholarship." Often called the Dean's List, this distinction is determined by the Honors Committee.

SENIOR FELLOWSHIPS

Certain members of the junior class may be designated as senior fellows for the following year. The selection is made from students who have demonstrated unusual excellence in their field of concentration and who, by character and ability, can do special work in a department or area as an assistant in instruction or research.

Usually no more than 12 full-year senior fellowships and one senior fellowship *at-large* (or the equivalents) are awarded in any one year. Usually no more than one full-year appointment (or the equivalent) will be made in any one department or area. Although the title of *senior-fellow-at-large* is provided primarily for capable students involved in interdisciplinary programs, students in other fields of concentration may be nominated for this category.

The selection of senior fellows is made by the Honors Committee from nominations usually presented by department heads.

HONOR SOCIETIES

A number of honor societies have been established at Bethany through the years to recognize academic achievement and campus leadership.

GAMMA SIGMA KAPPA is a scholastic society founded at Bethany in 1932. Students who have achieved a cumulative scholarship index of at least 3.70 (over at least four consecutive semesters and provided that in no semester their scholastic index falls below a 3.00) may, upon recommendation of the Honors Committee, be considered for membership. Usually, however, not more than 10 per cent of any class will be recommended.

BETHANY KALON is a junior and senior society established in 1948 to give recognition to students of high character who have demonstrated competent and unselfish leadership in student activities and have been constructive citizens of the college community. Selection is made by the members of the society with the advice and approval of the Honors Committee.

ALPHA PHI CHAPTER OF BETA BETA BETA is for students of the biological sciences. Its purpose is to stimulate sound scholarship, to promote the dissemination of scientific truth, and to encourage investigation into the life sciences.

GAMMA UPSILON CHAPTER OF LAMBDA IOTA TAU. Lambda Iota Tau is an international honor society for the encouragement and reward of scholastic excellence in the study of literature. Membership is limited to juniors and seniors who have a cumulative scholarship index of 3.0, who have completed a minimum of 12 semester hours of literature courses with at least a 3.0 grade-point average in them and in all prerequisite courses, and who have presented a scholarly, critical, or creative paper which has been accepted by the chapter. Lambda Iota Tau is a member of the Association of College Honor Societies.

ALPHA CHAPTER OF OMICRON DELTA EPSILON, an international honor society in economics, was established in 1960 to recognize excellence in the study of economics. Membership is limited to students who have completed a minimum of 16 semester hours of economics, including either Economics 301 or 302, and who have achieved both a departmental and overall grade-point average of 3.25 or better.

BETA GAMMA CHAPTER OF ALPHA PSI OMEGA. Alpha Psi Omega is a national recognition society in dramatics. Students qualify by faithful work in playing major and minor roles or working with technical or business aspects of theatre.

MU EPSILON CHAPTER OF PHI ALPHA THETA was established at Bethany in 1967 to recognize excellence in the study of history. Its membership is limited to those students who have completed at least 12 hours of history with a grade-point

average of 3.0 or better and with at least a 3.0 grade-point average in two-thirds of all other studies. Members must also rank in the upper 35 per cent of their class.

BETHANY CHAPTER OF THE SOCIETY FOR COLLEGIATE JOURNALISTS, a national recognition society in journalism, is designed to stimulate interest in journalism, foster the mutual welfare of student publications, and reward journalists for their efforts, service, and accomplishments.

KAPPA XI CHAPTER OF SIGMA DELTA PI is an honor society for those who attain excellence in the study of the Spanish language and the literature and culture of the Spanish peoples. Students who are at least second semester sophomores and have a high scholastic index and who have completed at least one advanced course in Spanish literature are eligible for membership.

EPSILON CHI CHAPTER OF KAPPA PI is for students of graphic arts. Its purpose is to uphold the highest ideals of a liberal education, to provide a means whereby students with artistic commitment meet for the purpose of informal study and entertainment, to raise the standards of productive artistic work, and to furnish the highest reward for conscientious effort in furthering the best interest in art in the broadest sense of the term.

ALPHA CHAPTER OF KAPPA MU EPSILON, a national honor society in mathematics, was established in 1975 to recognize outstanding achievement in mathematics. Its membership is limited to those students who have completed at least three semesters at Bethany, rank in the upper 35 per cent of their class, have completed at least three mathematics courses, including one semester of calculus, and have a grade-point average of 3.0 or better in all mathematics courses.

PHI DELTA PSI is a physical education honorary for both men and women which encourages scholarship, leadership, fellowship, high educational standards and participation in departmental activities. To be eligible, students must be at the second semester level of the sophomore year and achieve a grade point average of at least 3.0.



AWARDS

OREON E. SCOTT AWARD is presented to the graduating senior who has achieved the highest academic record over a four-year period of study. The donor of this award was a long-time Bethany trustee and a graduate of the class of 1892.

ANNA RUTH BOURNE AWARD stimulates scholarship among the women's social groups. A silver cup, provided by an anonymous donor in honor of the former distinguished head of the English department, is awarded to the recognized women's group whose active membership earns the highest scholarship standing each semester. The group winning the cup for four semesters is presented with a smaller replica as a permanent trophy.

W. KIRK WOOLERY AWARD encourages scholarship among the men's social groups. A silver cup, donated by friends of the late Dr. Woolery, a former Dean and Provost of the College, is held by the recognized men's social group or housing organization whose membership (active membership only in the case of fraternities) earns the highest scholarship standing each semester. Any group winning the cup for four semesters is presented with a smaller replica as a permanent trophy.

BETA BETA BETA — B. R. WEIMER AWARD, established by an anonymous donor, is presented to the senior biology major who has attained the highest academic rank in this field concentration.

FLORENCE HOAGLAND MEMORIAL AWARD, given by a graduate of the class of 1944, is presented to the outstanding senior English major. The award honors the memory of the late Miss Hoagland who was for many years Professor of English at Bethany.



CHRISTINE BURLESON MEMORIAL AWARD, given by a graduate of the class of 1936, is presented to a senior English major who has attained excellence in this field of concentration. The award honors the memory of the late Miss Burleson who was Professor of English and Dean of Women from 1932 to 1936.

CAMMIE PENDLETON AWARDS, named in honor of Miss A. Campbellina Pendleton, Professor of Language and Literature at Bethany from 1884 to 1909, are presented to the outstanding junior and sophomore concentrating in English. The awards are given by Dwight B. MacCormack, Jr., of the class of 1956, in memory of his grandmother, Dr. T. Marion MacCormack.

E. E. ROBERTS DISTINGUISHED PRIZE IN CAMPUS JOURNALISM is awarded to an outstanding student who excels in work on a student publication, in academic work in the Communications department, or both.

WINFRED E. GARRISON PRIZE is presented in recognition of outstanding achievement in one or more areas of philosophy. The award honors the memory of the late Dr. Winfred E. Garrison, graduate of the class of 1892, whose humane concerns and scholarly achievements contributed significantly to the area of higher education, history, and philosophy.

OUTSTANDING JUNIOR WOMAN AWARD is provided by the Pittsburgh Bethany College Club, comprising the Bethany alumnae of Pittsburgh. This award is based on qualities of leadership, character, conduct, and scholarship. The club has placed a suitable plaque in Phillips Hall on which names of the winners are engraved. In addition, an individual gift is made to the recipient.

VIRA I. HEINZ AWARD is granted the junior woman who has distinguished herself by leadership, character, conduct, and scholarship and whose proposal for foreign travel most significantly supplements her educational objectives. This \$1,500 award for summer travel is provided by the fund of Vira I. Heinz, recipient of the honorary Doctor of Religious Education degree from Bethany in 1969.

BENJAMIN CHANDLER SHAW TRAVEL AWARD is granted the junior man who has distinguished himself by leadership, character, conduct and scholarship and whose proposal for foreign travel most significantly supplements his educational objectives. This \$1,500 to \$2,000 award is funded by an anonymous friend of the college in recognition of Dr. Shaw, Bethany's George T. Oliver Distinguished Professor of History and Political

Science Emeritus. Dr. Shaw joined the Bethany faculty in 1935, served from 1945 to 1966 as head of the Department of History and Political Science and continued part-time until 1973.

W. F. KENNEDY PRIZE is given to the outstanding young man in the junior class. This award, established by W.F. Kennedy of Wheeling, West Virginia, is awarded on the basis of the student's contribution to the college community life through leadership in activities, in personal character, and scholarship.

PEARL MAHAFFEY PRIZE is awarded to the outstanding senior major in Languages. The award was established by Mrs. Walter M. Haushalter and other former students of Bethany's emeritus professor of foreign languages. The prize honors Miss Mahaffey, a faculty member from 1908-1949 and a trustee of the College at the time of her death in 1971.

SHIRLEY MORRIS MEMORIAL AWARD was established by Theta Chapter of Zeta Tau Alpha in memory of Shirley Morris, a loyal member and past president of the chapter. It is given to the outstanding student in the field of modern languages. Selection is made by the Department of Foreign Languages.

MARGARET R. WOODS PRIZE, sponsored by the Kappa Xi Chapter of Sigma Delta Pi, is awarded to the outstanding senior Spanish major. The prize honors Miss Woods who was a faculty member from 1943 until her retirement in 1965. Selection is made by the Department of Foreign Languages.

AUGUSTE COMTE AWARD is presented to the senior of the Sociology Department for outstanding scholarship and keen interest in the field. The award is named after the founding father of the discipline.

CHARLES H. MANION AWARD is made to the outstanding senior art major. The award memorializes Charles H. Manion, long-time trustee of Bethany College who was associated with the steel industry in the Ohio Valley and who enjoyed painting. The prize is provided by his daughter, Mrs. Leonard Yurko, Weirton.

THODORE R. KIMPTON PRIZE is awarded to the outstanding senior French major. This prize, which is restricted to those students whose native language is other than French, was established by Theodore R. Kimpton, assistant professor of foreign languages at Bethany prior to his retirement from full-time teaching in 1975.

J. S. V. ALLEN MEMORIAL is a fund established by the family and friends of Professor Allen to provide for an annual award to the outstanding physics student.

FRANK ALFRED CHAPMAN MEMORIAL is a fund established by Dr. Stanton Crawford to provide for an annual award to the outstanding history student. Preference is given to students of American history and the Ohio Valley.

OSBORNE BOOTH PRIZE is given to the student who excels in the field of religious studies and in the overall academic program. The late Osborne Booth was T. W. Phillips Professor of Old Testament when he retired in 1964 after 35 years of teaching at Bethany.

FRANCIS O. CARFER PRIZE is given to the senior who, in the judgment of the Honors Committee, has made the most outstanding contribution to the College. Mr. Carfer, a trustee of Bethany College for 29 years, was a graduate of the class of 1909. Recipients of the award must display sound academic accomplishments and characteristics of loyalty, service, and devotion to Bethany.

W. H. CRAMBLET PRIZE recognizes outstanding achievement in mathematics. It is named in honor of Wilbur H. Cramblet, the eleventh president of Bethany College.

JOHN J. KNIGHT AWARD is presented to the senior male Physical Education major displaying outstanding scholarship and athletic participation during his four years at Bethany.

S. ELIZABETH REED AWARD is presented to the senior woman showing outstanding scholarship and athletic participation during her four years at Bethany.



FORREST H. KIRKPATRICK AWARD is presented annually to the outstanding senior concentrating in economics and business. The award is named in honor of Dr. Kirkpatrick, long-time dean of the College who is currently serving as adjunct professor of economics.

SENIOR CHEMISTRY AWARD, given by an anonymous donor, is granted to the senior concentrating in chemistry who has achieved the highest cumulative average in the department, including the record made on the Senior Comprehensive Examination.

PSYCHOLOGY SOCIETY AWARD is presented to the senior major in psychology who has maintained the highest academic average in the department.

SOCIETY FOR COLLEGIATE JOURNALISTS AWARD OF MERIT is presented to an upperclass writer or editor for significant contributions to campus student publications.

WVBC-FM SENIOR AWARD is given to the senior who for four years has lent qualities of dedication, loyalty, leadership, talent, and creativity to WVBC's operations.

WVBC-FM TALENT AWARD is presented to the member of the WVBC staff who has offered the most outstanding continuous radio programming during the year.

FRESHMAN WRITING PRIZES, provided by alumni and awarded by the Department of English, are given annually to authors of the best essays written in Freshman Seminars. Each seminar leader submits the two best essays from the group and the winning essays are determined by a panel of judges.



BETHANY



ADMISSION

Bethany accepts applications for admission from qualified candidates. Admission is based on a careful review of all credentials presented by the candidate. The Committee on Admission accepts candidates it considers best qualified among those applying. In no case does the meeting of minimum standards assure admission.

Bethany's admission policy enables the Committee on Admission to act on completed applications as they are received. Applicants will be notified of the Committee's decision approximately three weeks after all credentials have been received. Early application is advised.

The College seeks students who have prepared themselves for a liberal arts curriculum by taking at least 15 units of college-preparatory work. Although the College does not prescribe how these units should be distributed, it expects a minimum of four years of English and the usual sequences in mathematics, science, foreign languages, and social studies. For students who have developed individual curricula or are involved in experimental honors programs, the Committee on Admission makes special evaluation.

The application process includes furnishing a transcript of completed work, a personal file, two references, and either the College Entrance Examination Board Scholastic Aptitude Test (SAT) scores or the American College Testing Program (ACT) scores. Supporting documents that might be of help in the process of admission, i.e., poetry, plays, short stories, music, artwork, photography, and journalistic writings, may also be submitted.



Although not required, an on-campus interview with an admission officer is highly recommended. A campus visit will enable a student to develop some sensitivities about Bethany's lifestyle. A comprehensive tour, observation of classes, and interaction with Bethany students and faculty are available upon request.

Prospective students are also invited to remain overnight as the guest of a Bethany student. Meals and overnight accommodations in college housing for prospective students are courtesy of the College. Lodging for parents is available at Gresham House, as well as nearby lodges, motels, and hotels. Transportation arrangements from the Greater Pittsburgh International Airport are easily made through the Admission Office.

For those students who are unable to visit campus, interview sessions are held annually in New York City, Washington, D.C., Philadelphia, Boston, Pittsburgh, and other cities. Interested students will be advised as to the particulars of these sessions.

The Admission Office is open Monday through Friday from 9 a.m. to 4 p.m.; Saturday 9 a.m. to 1 p.m.; and Sunday by appointment only, throughout the year. Appointments may be made by calling 304-829-7611 or writing the Admission Office, Bethany College, Bethany, West Virginia 26032. A brochure will be sent, detailing travel routes and comfortable overnight accommodations.

TRANSFERS

Transfer students are welcome. Procedures for transferring to Bethany are similar to those for freshmen, except that the interview is required. Any student in good standing at a fully accredited institution of higher education is eligible for accep-

tance. A majority of students accepted as transfers have above average grades and are seeking a campus life unlike that which they have experienced.

Grades of "C" or better are accepted along with course work in which credit (on a credit/no credit basis) or pass (in a pass/fail system) has been received. If requested, course work from other institutions will be reviewed by Bethany's registrar prior to making application.

COMMUNITY/JUNIOR COLLEGE GRADUATES

Students who have received or will receive an Associate in Arts or Associate in Science Degree and find Bethany's curriculum suited to their educational goals are encouraged to apply.

Holders of the A.A./A.S. Degree who are accepted receive at least two years (minimum of 60 hours) credit, enter as juniors, and receive all the rights and privileges of upperclass students.





FOREIGN STUDENTS

Bethany is eager to review applications of students from other countries. Approximately 16 foreign countries are represented on campus each year.

Students from non-English-speaking countries are required to submit, along with an application for admission, a complete secondary school transcript, the results of either the American College Testing Program (ACT) or the College Entrance Examination Board Scholastic Aptitude Test (SAT) and the Test of English as a Foreign Language (TOEFL), and at least two letters of recommendation. Appli-

cations for the Fall Semester must submit credentials by February 1 and candidates for the Spring Semester by July 1.

Foreign students also are requested to complete a Financial Aid Application (FAA). This form is to be returned with admission materials by the deadlines mentioned. Although Bethany is willing to review requests for financial assistance, funds are limited.

EARLY ADMISSION

Some students complete their secondary school graduation requirements a year early and decide to pursue college admission after their junior year. For those who have demonstrated maturity and show evidence of a strong academic background, Bethany offers a program for early admission. For this type of admission, the usual admission procedures must be followed. A personal interview on campus as well as a discussion between the student's college counselor and a Bethany admission officer are required.

ADVANCED PLACEMENT

Students may receive advanced placement and/or credit from any department in the College through a testing program and must be accomplished before the end of the first year at Bethany College. Those who wish to receive credit by examination should consult with the coordinator of counseling services and the appropriate department head.

Credit may be received or courses waived as a result of high scores on the College Entrance Examination Board Testing Program for Advanced Placement. The waiving of courses or granting of credit, however, are departmental matters and require consultation with the appropriate department head upon matriculation.

BETHANY



EXPENSES AND FINANCIAL AID

Bethany College is a non-profit institution. Tuition, fees, and other general charges paid by the student cover less than three-fourths of the College's instructional and operational expenses. The remainder comes from income from endowment funds and from gifts and contributions. Bethany continues to keep the costs required from the student as low as possible.

COMPREHENSIVE CHARGES

Comprehensive charges of approximately \$5,700 for a year at Bethany include the following:

Tuition and Fees	\$4,015
Room	\$555
Board	\$880
Student Board of Governors	\$90
Bethany House-Benedum Commons	\$50
Linen	\$48
Health Insurance	\$90

While a general charge is stated for Tuition and Fees, this fee may be divided into \$3,515 for tuition and \$500 for the following activities and services: athletics, health service, library, lectures, plays, concerts, publications, student activities, and laboratory services with the exception of music and art.

The Bethany House-Benedum Commons Fee is charged to all registered students and covers the operation and maintenance costs of the student union.

No reduction is made in student accounts for course changes made after the first two weeks of the

semester. The College is required to collect a three per cent West Virginia sales tax on published charges for room, linen, and parking permits, and two per cent on board. Bethany reserves the right to change, without advance notice, the price for room, board, linen, and health insurance.

WITHDRAWALS AND REFUNDS

After registration, there is no refund of room charges or fees. A student voluntarily withdrawing or withdrawing because of illness during the course of the semester will be charged 10 per cent of tuition charges for each week of attendance or part thereof. There is no refund of tuition after the tenth week of attendance. There is no refund in the event that a student is dismissed or asked to withdraw during the course of the semester. Board refund is prorated, based upon food costs only. Special fees are not refundable.

A student wishing to withdraw from Bethany must file written notice with the Dean of Students to qualify for refund of deposit and adjustment of other charges.

ADMISSION AND REGISTRATION FEES

APPLICATIONS FOR ADMISSION

A non-refundable \$15 fee is required at the time of formal application.

APPLICATION FOR READMISSION

Students previously enrolled in Bethany College who wish to return for additional work must file an Application for Readmission with the Registrar's Office. A \$5 fee is required at the time such application is made.

REGISTRATION DEPOSIT

Upon acceptance for admission or readmission, a \$100 registration deposit is required of all students. Once this deposit is paid it is not refunded until after graduation or until a Bethany student completes the following procedure.

Students not being graduated may have the deposit refunded after the last term of their attendance if written notice is given to the Business Office prior to the advance enrollment date for the next regular term. Such students may be readmitted by approval of the Dean of Students and the Business Manager.

MATRICULATION FEE

A \$20 fee, payable once by every new student, covers, in part, the cost of orientation and evaluation procedures for new students.

FEES FOR OVERSEAS PROGRAMS

Paris or Oxford: \$2,795 per semester for tuition and fees, room and board, and activity fees.

Madrid: 1st semester — \$2,120 for air fare, tuition and fees, and transportation from the airport to the university. 2nd semester — \$2,120 (in addition to first semester fee).

Sorbonne: 1st semester — \$2,120 for air fare, tuition and fees, and transportation from the airport to the university. 2nd semester — \$2,120 (in addition to first semester fee).

Tübingen: Same as the Sorbonne.

OTHER SPECIAL FEES

Education 443: off-campus student teaching (per semester)	\$2,120
(includes tuition, fees, and weekend board privileges in the Bethany dining hall)	
Education 475	\$80
Physical Education 340	\$30
Each academic hour when less than 13	\$155
Each academic hour in excess of 16	\$126
Auditing a course, per semester hour	\$126
(a student is not charged if paying regular tuition and fees and the total program, including the audit, does not exceed 18 hours)	
Comprehensive Examination	\$25
Graduation fee	\$25
Special guidance and advisory service (pre-college)	\$10 to \$25
Special examinations in any department	\$15
(there is a \$10 charge for each credit hour awarded by examination)	
Key deposit for dormitories (refunded if key is returned)	\$5
Infirmary charge per day	\$5
(after the first three days each semester)	
Late registration (per day)	\$3



ART FEES

Art 201	\$15
Art 210	\$15
Art 304	\$15
Art 310	\$15
Art 320	\$25
Art 325	\$20
Art 404	\$15
Art 420	\$25
Art 425	\$20

Lab fees will also be required for independent study work where departmental materials are being used.

MUSIC FEES

Private lessons, two weekly ...	\$115 per semester
Private lesson, one weekly	\$65 per semester
Organ Practice, one hour daily .	\$33 per semester
Instrument Rental	\$9 per semester
Piano Practice, one hour daily ...	\$9 per semester
Voice Practice, one or two hours daily	\$9 per semester

BREAKAGE DEPOSITS

Chemistry and physics breakage deposits are covered by a \$5 breakage card which the student purchases each semester for every laboratory course in which he or she is enrolled. In the event breakage exceeds \$5, an additional \$5 breakage card must be purchased. Unused portions are refunded at the end of each academic year.

PAYMENT OF STUDENT ACCOUNTS

At registration an invoice is prepared for each student, listing all charges due for the following semester. Payments are due in accordance with the following schedule:

First Semester

By August 15 a payment of \$1,400
(Balance on account due October 15)

Second Semester

By January 15 a payment of \$1,400
(Balance on account due March 15)

Scholarships and loans may be applied as credit against August or January initial payment requirements. If after application of scholarships and/or loans, the balance is less than \$1,400, the full balance is due and payable by August 15 for the first semester and January 15 for the second semester. All special student accounts for which total semester charges are \$1,400 or less are payable in full by registration.

Students will not be permitted to register if the initial payment requirements for each semester are not met, and they may be denied College privileges if subsequent payments are not completed as scheduled. These requirements are in addition to the registration deposit. Checks or drafts should be made payable to Bethany College.

An account service fee of two per cent per month will be charged on balances outstanding on all student accounts as of October 15 for the first semester and March 15 for the second semester. This fee will be entered on all accounts the day following the above dates and at 30-day intervals thereafter for a period not to exceed 90 days. Students may not take final examinations, receive academic credit, obtain transcripts or graduate until satisfactory arrangements are made to cover financial obligations.

STUDENT DRAWING ACCOUNT

The Business Office provides a limited banking service whereby students may deposit funds and draw on them as required. Students or their parents may make deposits to this recommended student drawing account which avoids the necessity of keeping on hand any substantial amount of money. All checks for this account must be made payable to the Bethany College Student Drawing Account.

MONTHLY PAYMENT PLANS

Bethany has made arrangements with the Insured Tuition Payment Plan whereby student accounts may be paid on a monthly basis during the year. Arrangements to use this plan should be made prior to the registration period. Information may be obtained by writing to the Business Office, and contract forms may be obtained by writing to the Insured Tuition Payment Plan, 53 Beacon St., Boston, Mass. 02108. Contracts are to be completed by the parent or guardian of the student through direct negotiation with the payment plan office. Several others plans also are available. Contact the business manager.

FINANCIAL AID

Bethany believes that funding of a student's education is primarily a family responsibility. However, financial assistance is available to those students whose resources will not fund a Bethany education and yet sincerely desire to attend.

All of the College's financial assistance programs are awarded through careful evaluation of the Financial Aid Form (FAF), available through the college counseling offices of the student's high school. Designation of Bethany College as an appropriate

institution to receive the processed information and indication of application for financial assistance on the admission application are the only procedures necessary to apply for financial aid.

Because of the large number of applications for financial aid, assignment of funds is made according to the date requests are processed. The earlier a student completes all admission materials and submits the FAF, the faster the student will be awarded financial aid. However, the FAF should not be submitted until after January 1 since it also serves as an application for the Basic Educational Opportunity Grant Program.

A financial-aid applicant whose need for assistance has been verified by the College Scholarship Service will have his or her need met through a variety of financial aids, including scholarships, loans, and College employment. The student has the option of accepting any or all of the aid offered. An interview with an officer of the College once the offer of assistance has been made can help to explain any problems. The Admission Office or the Financial Aid Office helps to arrange these interviews.

QUALIFICATIONS FOR SCHOLARSHIPS

Bethany recognizes promise and intellectual attainment by awarding a number of scholarships. These awards vary in value and are available to a limited number of entering students. Most scholarships are awarded to freshmen on a four-year basis but are continued from year to year, as needed, only if the recipient has met the following conditions:

- 1) A satisfactory scholarship index
- 2) Satisfactory conduct as a student
- 3) Worthwhile contributions to the college program

- 4) Constructive citizenship in the college community
- 5) Payment of student accounts as scheduled

SCHOLARSHIPS

All awards are made by the Scholarship and Financial Aid Committee in accordance with the requirements of the particular endowed fund.

Rob Roy Alexander Scholarship — establish to provide one or more scholarships for worthy and needy men and women, to be selected by the president.

Patrick A. and Elizabeth Berry Scholarship — established by Miss Sara Cameron to assist students from Ohio.

Bethany Women's Club Scholarship — established by the Bethany Women's Club to assist needy and worthy students.

Bison Club Scholarship — provided by Bethany alumni with principal interest in intercollegiate athletics.

Stanley F. Bittner Scholarship — established by a graduate of the Class of 1916 to provide general financial assistance.

Ashley G. Booth Memorial Scholarship — provided by friends of Ashley G. Booth, minister of the Christian Church.

Donald L. Boyd Memorial Scholarship — established by family and friends in memory of Donald L. Boyd, member of the Class of 1921 and long-time trustee of the College.

Jean A. Boyd Scholarship — established by bequest from donor.

Thomas J. Boyd Scholarship — established by Thomas J. Boyd, member of the Class of 1940.

James B. Brennen III Scholarship — established by the Will of Virginia Barton Brennen as a memorial for her son.

Jonsie Brink Scholarship — awarded to worthy and eligible students.

Isaac Brown Scholarship — used to cover part of the tuition charge.

Calder Scholarship — established preferably for male students from the New England area majoring in one of the natural or life sciences.

Argyle Campbell Memorial Scholarship — established by family and friends of Mr. Campbell to assist worthy and needy students.

Chapman Scholarship — established by Stanton C. Crawford, a member of the class of 1918 and former Chancellor of the University of Pittsburgh, to honor a pioneer frontier family.

Charnock Family Scholarship — established by Miss Ethel Charnock, member of the Class of 1912, to assist students at the sophomore level or above.

Class of 1969 Scholarship — provided as a scholarship grant to begin with the 1984-85 college year. First preference will be given to descendants of the Class of 1969.

Class of 1970 Scholarship — provided as a scholarship grant to begin with the 1985-86 college year. First preference will be given to descendants of the Class of 1970.

M. M. Cochran Scholarship — established to cover a part of the tuition charge.

James W. Carty, Jr. Scholarship — established by Carl A. Krumbach, a member of the class of 1973, to aid worthy students interested in journalism.

Juanita R. Curran Scholarship — established to provide scholarship assistance to worthy students.

Irene O. Darnall Scholarship — established by Irene O. Darnell to assist needy and worthy students.

Helen Day Scholarship — awarded to members of Zeta Tau Alpha Sorority.

Marion and Frank Dunn Scholarship — established by Frank K. Dunn, former Assistant to the President of Bethany College, to assist worthy and eligible students.

East Side Christian Church of Denver, Colorado, Scholarship — given to provide modest matching funds for a student at Bethany College.

Ekas-Evans Scholarship — established by Dr. and Mrs. Ward Ekas of Rochester, New York, whose daughter, Elizabeth Ellen Ekas, was a member of the Class of 1957.

Newton W. and Bessie Evans Scholarship — established by Mr. Newton W. Evans, former Bursar and Treasurer of Bethany College, to assist worthy students.

Joe A. Funk II Scholarship — established by Bethany alumni and friends of the Funk family in memory of a young man who lost his life in Viet Nam.

Samuel George Memorial Scholarship — established by bequest from the donor to provide one-fourth tuition scholarships to all graduates of Brooke (West Virginia) High School who qualify for admission.

- Greensburg Area Scholarship* — established anonymously in 1953 to assist students of ability and need from the Greensburg, Pennsylvania, area.
- Aleece C. Gresham Scholarship* — presented as assistance to outstanding students in the field of music.
- Perry and Aleece Gresham Scholarship* — established by Dr. and Mrs. Perry E. Gresham to assist worthy and eligible students. Special consideration is given to young people interested in music or philosophy.
- Campbell Allen Harlan Scholarship* — established by Mr. Campbell Allen Harlan, former Bethany College Trustee from Detroit, Michigan, to assist students of unusual ability in the fine arts.
- Florence M. Hoagland Memorial Scholarship* — established for needy and worthy students by Miss Frances Cables of New Hampshire in memory of Florence M. Hoagland, Head of the Department of English and Advisor for Women at Bethany from 1936 to 1946.
- Horne Family Scholarship Endowment* — The Horne Family Scholarship Endowment will provide assistance each year for a student of the Wheeling area preparing for a career in business.
- Ida. M. Irvin Scholarship* — awarded to a senior student.
- Flora Isenberg Scholarship* — given to provide assistance for students of the liberal arts and sciences.
- Albert C. Israel Scholarship* — used to apply to tuition of a descendant of Albert C. Israel.
- Kennedy-Jones Scholarship* — provided by Violet Kennedy-Jones in honor of her family.
- John H. and Ida H. King Scholarship* — awarded to students under terms approved by Trustees of the College in accordance with the will of the donors.
- George A. Kinley Scholarship* — provided to assist worthy West Virginians.
- Forrest H. Kirkpatrick Scholarship* — established by Dr. Kirkpatrick, member of the Class of 1927, to be used to help students who are sons or daughters of alumni. Dr. Kirkpatrick was a Bethany professor and dean for many years.
- Donald E. Lewis Memorial Scholarship* — established by family, friends, and the Beta Beta Chapter of Kappa Alpha Order in memory of a graduate of the Class of 1933.
- Robert N. "Buzz" Lewis, Jr., Memorial Scholarship Endowment* — established by parents and friends of Robert N. "Buzz" Lewis '79, with priority for the utilization of the scholarship funds for his fraternity brothers in Sigma Alpha Epsilon.
- Emma A. Lyon Scholarship* — given to memorialize a pioneer Christian missionary to China. The endowment was initiated by a gift from Mrs. Mary M. Farm of Hawaii.
- Maude Schultz Lytle Scholarship* — established by friends and family in memory of a graduate of the Class of 1915.
- Charles L. and Rose Melenzyer Scholarship* — established by Dr. Charles Melenzyer, member of the National Board of Fellows of Bethany College, to be used to assist worthy young people who attend Bethany. First consideration will be given to the young people of the Monongahela Valley.
- H. J. Morlan Scholarship* — established by Halford J. Morlan to assist needy and worthy students.
- Louise Birch Myers Scholarship* — used to promote international, intellectual, and cultural understanding through the support of scholarships for exchange students.
- William Kimbrough Pendleton Scholarship* — established to assist students from West Virginia by Clarinda Pendleton Lamar in memory of her father, William Kimbrough Pendleton, member of the first faculty and second president of the College.
- Ralph E. Pryor Memorial Scholarship* — established by family and friends of Judge Pryor, a member of the Class of 1942, with preference for students from the First Judicial Circuit of West Virginia.
- Eli and Lee Rabb Scholarship* — used as scholarship assistance for students from the Upper Ohio Valley.
- Reader's Digest Foundation Scholarship* — established by the Reader's Digest Foundation to assist worthy and needy students.
- Herbert and Marguerite Rech Scholarship* — used to assist needy and eligible students.
- Renner Honor Scholarships* — An endowed scholarship program funded by the Renner Foundation of Cleveland, Ohio, in honor of Bethany graduates R. Richard Renner, M.D., '17, and his wife, Jennie Steindorf Renner, '22, to recognize exceptionally able students for their outstanding achievement.
- Edwin K. Resseger, Jr. Memorial Scholarship* — provided by Mr. and Mrs. Kenneth Resseger of the Class of 1933.

James Derrick Reynolds Memorial Scholarship — established by parents and friends of a young man who lost his life in Viet Nam.

E. E. Roberts Scholarship — created in memory of Professor E. E. Roberts who taught journalism at Bethany College from 1928-1960.

Louise Ford Rowan Scholarship — established in her memory by her son, Archibald H. Rowan of Texas, to provide financial assistance for a woman student.

Archibald H. Rowan, Jr. Memorial Scholarship — established by Archibald H. Rowan of Texas, in memory of his only son. It is awarded annually to a male student.

James J. Sawtell Scholarship Endowment — the income to be used each year to support a deserving student seeking an education.

Richard B. Scandrett, Jr., Scholarship — established for the purpose of furthering international education and understanding.

Richard L. Schanck Scholarship — established by friends in memory of Dr. Schanck, Professor of Sociology at Bethany College from 1952-1964.

Elizabeth M. Shrontz Scholarship — established by bequest from the estate of Elizabeth Shrontz from Washington, Pennsylvania.

Richard H. Slavin, Jr., Memorial Scholarship — given in memory of a graduate of the Class of 1950 who served as a Bethany faculty member from 1956-63.

Paul Smythe Memorial Scholarship Endowment — established by his wife, Sue Culbert Smyth, '68, and parents Mr. and Mrs. John H. Smyth, and friends, in memory of Paul Smyth '68, who gave his life in service to country.

Adelaide E. and Arthur C. Stifel Scholarship — established by Mr. and Mrs. Arthur C. Stifel of Wheeling, West Virginia.

Peter Tarr Heritage Scholarship — established by Geneva Tarr Elliott, member of the Class of 1927, to provide scholarship assistance to students in memory of the Tarr family's association with Bethany College since the days of its founding.

Russell I. Todd Scholarship — a general scholarship endowment with preference for students planning to enter a health associated career.

Stewart King Tweedy Memorial Scholarship — established by Mr. and Mrs. H. L. Tweedy and friends in memory of their son, member of the Class of 1964, who was killed in Viet Nam.

W. W. Vines Scholarship Endowment — provided by a business associate of W. W. Vines, S. John Nitta, the income to be used each year to support a deserving student seeking an education.

William H. Vodrey Scholarship — established by Mr. William H. Vodrey, a member of the Class of 1894, to assist students from the East Liverpool, Ohio, area.

Nannine Clay Wallis Scholarship — given to provide financial assistance for students, preferably from Kentucky, enrolled at Bethany.

Campbell-Hagerman-Watson Memorial Scholarship — established by a bequest from the estate of Mrs. Virginia Hagerman Watson, a member of the Class of 1904, to provide support for foreign exchange students.

G. A. Willett Scholarship — established to cover part of the tuition charge. The student receiving this scholarship is to be nominated by a member of the Willett family.

DESIGNATED SCHOLARSHIPS

The following endowment scholarship funds have been established to assist students preparing for church-related vocations:

Florence Abercrombie Scholarship — established by a bequest from the estate of Florence Abercrombie.

Ada P. Bennett Memorial Scholarship — established by O. E. Bennett, a member of the Class of 1925, and family and friends.

Osborne Booth Scholarship — named after a long-time member of the Bethany faculty to provide financial assistance for students preparing for the ministry.

Brightwood Christian Church Timothy Scholarship — established by members of the Brightwood Christian Church, Bethel Park, Pennsylvania.

Lotta A. Calkins Scholarship — established by a bequest from the estate of Lotta A. Calkins.

Thomas Richard Deming Scholarship — established by friends, family, and members of the First Christian Church, Charleston, West Virginia.

Fairhill Manor Christian Church Timothy Scholarship — established by the Washington, Pennsylvania, congregation.

Jennie I. Hayes Scholarship — established by Jennie I. Hayes, a member of the Class of 1904.

Harry L. and Eva Ice Timothy Ministerial Scholarship — established by Mr. and Mrs. Robert H. Lee of Pittsburgh, Pennsylvania, honoring Dr. and Mrs. Ice in recognition of Dr. Ice's productive and untiring work in establishing and building Bethany's Timothy Ministerial Training Program.

William H. McKinney Scholarship — established by family and friends in memory of a Bethany graduate of the Class of 1923 to provide assistance for students preparing for church vocations.

Isaac Mills Scholarship — provided to cover part of the tuition charge of a ministerial student.

Herbert Moninger Scholarship — established in memory of Mr. Herbert Moninger, a graduate of the Class of 1898.

Edward S. and Ruthella Hukill Moreland Scholarship — provided by members of the Walnut Hills Christian Church, Cincinnati, Ohio, and friends of an outstanding Disciple leader who was graduated from Bethany College in 1927.

Mr. and Mrs. Arch R. Morgan Scholarship — established by these friends of Bethany College from Seattle, Washington.

Parsons Memorial Timothy Scholarship — established by the Heights Christian Church, Shaker Heights, Ohio, and friends in memory of Dorothy and Waymon Parsons for dedicated leadership to this church and Brotherhood of Christian Churches (Disciples of Christ).

E. J. Penhorwood Scholarship — named for a Bethany graduate of the Class of 1918 to provide assistance for students preparing for the ministry.

Perry Scholarship — established in memory of Professor and Mrs. E. Lee Perry. Professor Perry was a member of the Class of 1893, Professor of Latin at the College from 1908 to 1939, and Professor Emeritus from 1939 to 1948.

Reed-Law Ministerial Scholarship Endowment — provided by the Christian Church of Plymouth, Pennsylvania, in memory of the Reed family and Dr. Marjorie Reed Law, long-time members of that congregation.

Rosemary Roberts Memorial Scholarship — established by family and friends in memory of a Bethany graduate of the Class of 1942 to provide assistance for a woman preparing for Christian service.

Sala Family Memorial Scholarship — established by Dr. John R. Sala, Class of 1926, former Dean of the Faculty at Bethany College.

Minnie W. Schaefer Scholarship — awarded to students preparing for Christian service.

Edith and Chester A. Sillars Scholarship — established by Chester A. Sillars, former Director of Church Relations at Bethany College.

Charles C. Smith Scholarship — established by family and friends in memory of Mr. and Mrs. C. C. Smith whose lives were dedicated to the Christian ministry.

J. T. Smith Scholarship — established by Mr. J. T. Smith, friend of Bethany from Memphis, Tennessee.

John E. Sugden, Jr. Fund — established to assist in the form of either loans or grants.

Harriett Mortimore Toomey and John M. Toomey Scholarship — established by John C. Toomey and friends to assist students in musical education.

Robert S. and Marie J. Tuck Scholarship — established by members of the Central Christian Church, Wooster, Ohio, where the Tucks, both Bethany graduates, served for 44 years.

Hollis L. Turley Scholarship — established by a bequest from the estate of Hollis L. Turley, a member of the Class of 1925 and former Bethany trustee.

Vinson Memorial Scholarship — established by Z. T. Vinson, Class of 1878, through the Central Christian Church, Huntington, West Virginia.

Raymond E. and Eunice M. Weed Scholarship — established by Dr. Raymond Weed, former curator of the Campbell Mansion near Bethany.

Josiah N. and Wilminia S. Wilson Scholarship — established by Josiah N. Wilson to assist students preparing for the Christian ministry.

The following endowed scholarship funds have been established to assist students from backgrounds of the Christian Church (Disciples of Christ):

Fannie M. Bennett National Campbell Scholarship — established by a gift from the estate of Fannie Bennett who was a member of the Class of 1926.

Ben and Leona Brown Scholarship — established by Mrs. Leona Brown of Washington, Pennsylvania, in memory of her husband.

Jessie M. and Frank P. Fiess National Campbell Scholarship — established by Mr. and Mrs. Frank P. Fiess whose daughters, June Fiess Shackelford, Emma Lee Fiess Baldwin, and Frances Fiess Caldwell, were members of the Classes of 1941, 1944, and 1959, respectively.

V. J. Hopkins and Mary L. Hopkins Scholarship — operated under the principles of the National Campbell Scholarship program.

National Campbell Scholarships — established in memory and honor of Alexander Campbell for the purpose of developing able and dedicated lay leadership in the Christian Church. Awards are in recognition of Christian service and academic accomplishment.

Richmond Avenue Christian Church of Buffalo Scholarship — established for students enrolled at Bethany from Western New York and preferably of Disciple background.

Webster Groves Christian Church Scholarship — designed to provide financial assistance for students coming from the Christian Church (Disciples of Christ), preferably from Missouri. This scholarship was established in honor of Dr. Perry E. Gresham, twelfth president of Bethany College, and his wife, Aleece.

EXTERNAL TRUST SCHOLARSHIPS

Through trust funds established in major banking houses, the following scholarship awards are available:

Nelson Evans Cook Scholarship — created to memorialize an outstanding metallurgist by providing financial assistance for chemistry students.

Catherine Graves Scholarship — given to a Bethany student from Wheeling, W. Va., in accordance with an educational trust fund established in the Pittsburgh National Bank.

Hayes Picklesimer Scholarship — established by the West Virginia Emulation Endowment Trust to provide scholarship help for residents of West Virginia.

William A. Stanley Scholarship — established by an outstanding West Virginia churchman who had lengthy careers in both education and business.

Peter T. Whitaker Scholarship — created by a young graduate who found at Bethany the kind of education he sought.

SUSTAINED AWARDS

A limited number of financial grants are available from the following annually sustained programs:

H. L. Berkman Foundation Scholarship — provides an award for one or more students residing in the Upper Ohio Valley.

A. Dale Fiers Ministerial Athletic Scholarship — awarded to recognize and encourage the scholastic and athletic skill of an outstanding upperclassman preparing for the Christian ministry.

Eastman Kodak Company Scholarship — awarded to outstanding students in the field of biology.

Scripps Howard Foundation Scholarship — provides assistance to journalism majors.

LOAN FUNDS

The following loan funds have been established to assist students under the general supervision of the Scholarship and Financial Aid Committee:

William G. and Carrie E. Bunyan Student Aid Fund — established by a bequest from the estate of the late Mrs. Bunyan of Brockway, Pennsylvania.

Carman Loan Fund — established in honor of Martha Cox Carman of the Class of 1916 and Forrest A. Carman of the Class of 1914 by their son, Donald C. Carman.

Charles N. and Edna Scott Jarrett Memorial Ministerial Loan Fund — established by their sons, friends and relatives to provide assistance for preministerial students.

Meril and Marguertie May Student Load Fund — established by Mr. and Mrs. Meril May of Garrettsville, Ohio.

J. West Mitchell Medical Loan Fund — provided to assist pre-medical undergraduates and Bethany graduates enrolled in accredited medical schools.

Phillips Loan Fund — established in 1890 by Thomas W. Phillips, Sr., of New Castle, Pennsylvania.

Renner-Steindorf Student Loan Fund — established by Dr. R. R. Renner and his wife, Jennie Steindorf Renner, of Cleveland, Ohio.

Ethel E. Sivon Student Loan Fund — established by family, friends, and members of the First Christian Church of Ravenna, Ohio.

BETHANY



ACADEMIC PROGRAM



THE BETHANY PLAN

Thoroughly based in the liberal arts tradition, the Bethany Plan is designed to help students develop the capacities to be intelligent, useful, free, and responsible persons. Its aim is to meet the educational needs of the individual while insuring breadth, depth, and integration of knowledge.

The Plan recognizes that each person is unique, possessing goals and interests that are different from others. Consequently, a rich variety of learning opportunities are provided as options from which the student may choose. These include classroom-based and out-of-class programs ranging from seminars, lecture courses, independent studies, and laboratories to competitive sports, musical and dramatic productions, and student government (to name but a few). Many off-campus activities are also available, including study abroad.

These learning opportunities are set within a framework of educational goals and programs which are organized to provide direction and guidance as well as independence and choice. The learning goals of the college are clearly stated (see page 8) and govern all aspects of education at Bethany.

The Bethany Plan also includes an experience-based program, a group of four practicums which encourages students to become involved in the world of work, to exercise responsible citizenship, to develop physical and recreational skills, and to experience living in a culture different from their own.

These learning opportunities are not random experiences. They are carefully planned by the student and his or her advisor. Students must continually justify their decisions and examine their academic and field experiences in relationship to their vocational and personal goals.

ACADEMIC CALENDAR

The Bethany calendar consists of two 15-week semesters and a four-week voluntary interim session in January: The Fall semester — September to before Christmas; the spring semester — February to the end of May; and the January Term — a voluntary session which students may elect to use for intensive study on campus or for off-campus work.

Some courses are offered over the full 15 weeks; others, for the first or second-half of the semester. This division provides additional flexibility for students to do off-campus study and internships.



ACADEMIC ADVISOR

The student/advisor relationship is the cornerstone of a Bethany education. The student and his or her advisor work together to develop appropriate classroom and experience-based programs. If not during private meetings, freshmen see their advisor two times a week during the first semester to discuss work in the freshman seminar.

Usually during the sophomore year, students select a major field of concentration, thus transferring to an advisor associated with their major area of interest.

POLICY APPEALS BOARD

The faculty members who sit on the Policy Appeals Board evaluate student requests for exceptions to regular academic policies and regulations. Student requests are submitted in writing and should include the advisor's recommendation.



REQUIREMENTS FOR GRADUATION

The Bachelor of Arts degree is conferred upon the student who satisfactorily completes the following requirements:

- 1) 128 semester hours with a minimum cumulative grade point average of 2.0
- 2) a freshman seminar
- 3) a freshman interdisciplinary lecture course
- 4) the distribution requirement
- 5) a field of concentration
- 6) demonstrated proficiency in expository writing
- 7) a senior project
- 8) the comprehensive examination in the major field
- 9) the practicum requirement
- 10) the residence requirement
- 11) attendance at the commencement exercise

The degree of Bachelor of Science may be conferred upon a student who completes the Bachelor of Arts requirements and who chooses to major in any one of the following departments: biology, chemistry, mathematics, physics, or psychology (B.S. plan).



FRESHMAN STUDIES PROGRAM

Freshman Seminar: All entering freshmen enroll in a freshman seminar during the fall semester of the freshman year. The professor directing the seminar also serves as the student's advisor.

Freshman Interdisciplinary Course: Freshmen elect a freshman interdisciplinary course in the spring semester of the freshman year.

For descriptions of the courses offered in this program see page 61.

PRACTICUM PROGRAM

The practicum program is a progressive effort to make a student's academic studies more relevant to the everyday world. The practicums are practical experiences encompassing values Bethany believes to be essential to a complete education.

Students complete four practicums in a non-classroom setting in which they actualize the goals of the College. These four practicums are (1) an example of responsible citizenship, (2) an awareness and involvement in health, physical education and recreation, (3) an intercultural living experience, and (4) a vocationally oriented placement. The successful completion of the four practicums is required for graduation.

Each practicum experience should be a self-examination of values related to that practicum; a demonstration that liberal studies are relevant to personal development and to the fulfillment of obligations as a citizen.

With the assistance of the student's advisor and the director of practicums, the student develops practicum proposals. These proposals must have the approval of a faculty member and meet the guidelines established for each practicum. After

each practicum, the student completes an evaluation of the experience.

The development of meaningful practicum experiences is an important part of the academic program, and the College is committed to providing competent counseling and assistance to the students.

Seniors must fulfill all proposals by February 10 and all evaluations by April 15 of the graduation year.

Further information concerning the practicum program may be obtained by contacting the director of practicums.

DISTRIBUTION REQUIREMENT

To insure breadth of knowledge among its graduates, Bethany requires a demonstration of competence in a variety of disciplines.

Every student must elect at least 12 hours from each of the three following divisions:

Social Sciences

Communications 101, 402; Economics; Education 201, 202, 401; History; Political Science; Social Science; and Sociology.

Physical and Life Sciences

Biology; Chemistry; General Science 101, 102, 201, 202, 209, 210, 211; Mathematics; Physics; and Psychology.

Humanities

Art; Communications 206; Fine Arts; Foreign Languages; Literature; Music; Philosophy; Religious Studies; and Theatre. Not more than four hours may be earned in applied fine arts courses.

All courses taken to satisfy distribution and field of concentration requirements must be taken on a graded basis.

Any student may be exempted from the distribution requirement in any one of the three divisions through successful completion of the Undergraduate Record Examination by the end of the sophomore year with a score equal to or surpassing the national norm.

All students are required to pass Religious Studies 100. Generally, this course is taken in the freshman or sophomore year. This course may be used to fulfill part of the distribution requirement in humanities.

FIELD OF CONCENTRATION

The field of concentration may be either departmental or faculty-student initiated. The following guidelines specifically exclude any language requirements necessary for professional certification or for admission to a graduate program.

A departmental field consists of a minimum of 24 credit hours (excluding the senior project) and a maximum of 48 hours within the department. No more than 24 hours from related disciplines may be required by a department.

The faculty-sponsored or student-initiated field, which may cut across departmental lines, may be developed. This interdisciplinary field of concentration requires the approval of the Committee on Interdisciplinary Study. Such fields consist of a minimum of 24 hours (excluding the senior project) and a maximum of 72 hours. No more than 48 hours in any one department will be counted toward graduation. Examples of faculty-sponsored programs approved by the Committee on Interdisciplinary Study include a Mathematics-Physics program for pre-engineering and a Sports-Communications program. The interdisciplinary studies program is described on pages 111-112.

WRITING PROFICIENCY REQUIREMENT

All students must achieve and maintain an above-average level of proficiency in expository writing. They must demonstrate their proficiency once every academic year, either by taking a Writing Qualification Test or by satisfactory completion of one of the writing courses offered by the English Department.

Students who choose to satisfy the requirement by taking tests must take them in sequence, *every year*. The first test is taken by Freshmen in December. The second and third tests are taken by Sophomores and Juniors in April.

Students who choose to meet the requirement by enrolling in writing courses may do so by taking each year at least one of the following: English 100, 120, 125, 140, 150, 200, 205, 210, 213, 351. No more than one course per academic year will apply to the requirement.

The Department of English will certify to the Registrar that a student has satisfied the writing proficiency requirement for graduation when proficiency has been demonstrated in one of the following ways:

1. By achieving a high level of proficiency on both the first Writing Qualification Test, taken in December of the freshman year, and the second Writing Qualification Test, taken in April of the sophomore year; or by achieving a grade of C+ or better in a writing course taken instead of either or both of these tests. *A student whose proficiency is certified in this way is not required to take additional tests or courses.*

2. By taking the first Writing Qualification Test in December of the freshman year, the second test in April of the sophomore year, and achieving a high level of proficiency on the third test, taken in April of the junior year.

*Students who have not met the writing proficiency requirement before the beginning of their seventh semester must enroll in English 120, a non-credit, non-graded course in expository writing. Special Writing Qualification Tests are given as part of this course, and students must continue in the course until they have achieved a high level of proficiency on one of the special tests. Special Writing Qualification Tests are given to seniors *only* when enrolled in the course.*

Special arrangements are made for students who transfer from other colleges. Transfer students should consult the Department of English immediately upon enrolling at Bethany.

Additional information about the Writing Qualification Tests and courses may be found on page 92.

SENIOR PROJECT

Every student must produce a project which meets the standards of his or her field of concentration. The project is received and evaluated during the final semester of the senior year. Two to eight hours of credit are given after the final evaluation and approval of the project. Scheduling of the project is at the discretion of the department or the student's advisory committee.

The project is evaluated by at least one person in the field of concentration other than the student's advisor(s). The final evaluation is made in consultation with the student. The project is made available to the college community.

SENIOR COMPREHENSIVE EXAMINATION

Each student must pass the Senior Comprehensive Examination. All requirements in the field of concentration must be met and the student must have

senior standing and a 2. cumulative average in the field of concentration before the examination may be taken.

The examination consists of two parts, written and oral. In some departments, sections of the Undergraduate Record Examination may also be considered part of or prerequisite to the Senior Comprehensive.

The examination is given twice yearly, in January and in May. The oral part of the examination is scheduled by the registrar as soon as practicable after the written, but in no case more than two weeks later.

Seniors who have completed all the requirements in their field of concentration may take the examination in January with the consent of their advisor(s).

Students failing the examination may take it again in May.

Students in departments which consider sections of the Undergraduate or Graduate Record Examination as part of the Senior Comprehensive Examination take the URE or GRE immediately preceding their written and oral examinations.

Students who fail the examination may take it at any time it is regularly given within the following 12 months. If they fail a second time, they may petition the faculty for a re-examination during the following year. No student may take the examination more than three times.

POLICY ON WORK INTERNSHIPS

A student may spend a semester combining practical professional experience with formal off-campus study. A student wishing to do this must arrange a full-time job in his or her chosen area and arrange independent study integrating this work experience with formal theoretical study.



A written proposal, signed by the department in which the student intends to earn academic credit, must be submitted to the Curriculum Review Board of the College. This proposal must also be signed by the faculty member charged with supervising and evaluating the project. The proposal must include a description of the student's goals in undertaking the program, a description of the experience that includes a summary of his or her responsibilities and the name of his or her supervisor, a description of the formal independent study course work, an explanation of the way in which the program relates the work experience and the formal independent study course work, and a description of the methods to be used in supervising and evaluating the entire project.

Eight credit-hours will be awarded for satisfactory completion of the project. No additional academic work may be taken during the semester of the project.

RESIDENCE REQUIREMENT

Four years are usually required to satisfy the course and residence requirements for the baccalaureate degree. Students of superior ability may complete the requirements in less time. As a rule, the senior year or the last two semesters are to be spent in residence at the College. However, students who have had one full year of residence previous to their senior year, and who apply for and are approved by the Policy Appeals Board for off-campus study programs during their senior year, are permitted to count that work toward graduation requirements.

Information and guidelines concerning specific off-campus programs are given in subsequent sections of the catalog.

INDEPENDENT STUDY

Each department offers independent study for those students who have demonstrated the ability to work individually in some area of special interest. The student selects an area of study, subject to the approval of the head of the department, after which he or she completes an Application for Independent Study in the Registrar's Office before the start of that semester.

JANUARY TERM

The January Term provides opportunities for students to supplement and extend the learning experiences available during the traditional academic year. In January, students may participate in experimental courses, study single topics intensively, travel and study in various parts of the world, undertake an independent study, or fulfill a practicum.

During January, course offerings at other colleges across the country, including many foreign and domestic travel programs, are open to Bethany students through an exchange program.

Participation in the January Term is entirely voluntary.

SUMMER TERMS

There are two five-week summer terms and an 11-week independent study period. Most summer school courses are taught as seminars, tutorials, or independent studies. For additional information, consult with the director of the summer school.

COOPERATIVE U.S. STUDY OFFERINGS

ACADEMIC COMMON MARKET

Bethany is a member of the Academic Common Market, an interstate agreement among southern states for sharing academic programs. This agreement allows Bethany students, who qualify for admission, to apply for enrollment in 80 graduate degree programs in other common market states on an in-state tuition basis. This program is sponsored by the Southern Regional Education Board. Further information concerning the Academic Common Market may be obtained by contacting the director of placement.

ENGINEERING PROGRAMS

Special arrangements have been made with Columbia University in New York City (The Combined Plan), Georgia Institute of Technology in Atlanta (Dual-Degree Program), and Washington University in St. Louis (Three-Two Plan) for students interested in becoming professional engineers or applied scientists.

Students participating in one of these programs spend three years in the liberal arts environment at Bethany College and then attend either Columbia, Georgia Tech, or Washington University for an additional two years. The programs permit the student to earn both a bachelor's degree from Bethany and a B.S. in engineering or applied science from the cooperating engineering school upon completion of the five-year sequence.

The broad educational experience gained at Bethany and the engineering school is aimed at producing engineers and applied scientists who are better prepared to meet the social, political, economic, and environmental problems of today's world.

Entering freshmen who are interested in this program should select the appropriate level calculus course and either Chemistry 101 or Physics 201, depending on their career interest. This will allow for maximum freedom in course selection and career choice in subsequent semesters. Interested students should consult with the engineering advisor at their earliest convenience.

WASHINGTON SEMESTER

Arrangements have been made for one or two advanced students in history, political science, economics, or sociology to pursue studies in these fields under the direction of the American University in Washington, D.C. A student participating in this plan takes six to nine hours in regular academic work and six to nine hours in the study of government supervised by Bethany College and American University. Participants in the program must be recommended by the program advisor and have the approval of the Dean of the Faculty.

The Department of Political Science and History

administers a program in conjunction with the West Virginia University Foundation in which an outstanding junior or senior is selected each year to spend one week in Charleston studying three branches of state government. Two hours of credit may be granted for this program.

SEMESTER AT MERRILL-PALMER INSTITUTE

Cooperative arrangements with Merrill-Palmer Institute in Detroit give students in appropriate programs the opportunity to spend a semester at Merrill-Palmer Institute which has exemplary facilities for study and first-hand experience in various aspects of urban social work and counseling. Students contemplating a semester at Merrill-Palmer should discuss their plans with their advisors and with the Registrar well ahead of time. No more than one semester of credit (16 semester hours) from Merrill-Palmer may be counted toward the Bethany degree, and the student must plan to be in residence at Bethany during the last semester of his or her Senior year.

OVERSEAS STUDY OFFERINGS

Under approved supervision and direction, qualified students may secure credit for formal work completed in foreign colleges and universities. To be eligible for study abroad, the student should normally be a junior and must have the approval of the External Programs Committee.

MADRID STUDY PROGRAM

Under special arrangement with the University of Madrid, qualified Bethany students may enroll for a semester or full year at the university.



OXFORD SEMESTER

Under this program, approximately 20 students spend the fall semester in Oxford, England, studying British literature, history, and culture with a Bethany professor. Participants are matriculated as full-time students at Bethany College, but live and study in Britain.

PARIS SORBONNE PROGRAM

Under special arrangement with the Sorbonne, qualified Bethany students may enroll for a semester or full year in its Cours de Langue et de Civilisation Française. Bethany's official representative in Paris serves as counselor to Bethany students during their stay at the Sorbonne.

TÜBINGEN STUDY PROGRAM

Qualified students are given an opportunity to do intensive study in the German language and to work out an individualized program at the University of Tübingen, Germany. An adjunct member of the Bethany faculty serves as mentor.

OTHER OVERSEAS PROGRAMS

There are additional overseas programs in which Bethany students have participated. These include:

- 1) Beaver College Semester at the City College of London (England)
- 2) University of Glasgow, Scotland
- 3) American University, Beirut, Lebanon

The coordinator of international education programs provides interested students with information concerning programs which have been examined and approved.

CONTINUING EDUCATION PROGRAM

Believing that education is a life-long process, Bethany has instituted a non-degree, non-traditional program of continuing education within the framework of the liberal arts tradition of the College. The Leadership Center for Continuing Education serves as the physical setting for the vast majority of instructional activities in this program.

Continuing Education Units (CEUs) are awarded (one for every 10 contract hours) to participants in the program. The Registrar's Office maintains a continuing education transcript for each participant.

Most continuing education programs at Bethany comprise intensive, short-term, residential seminars, institutes, and workshops which are aimed at assisting people of all ages and backgrounds to deal with the complexities of modern living.

A large percentage of the offerings are developed by Bethany's faculty and staff while others are conducted by a broad spectrum of business, industrial, educational, professional, and church organizations which bring their students and educational formats to the Leadership Center.



EXTERNAL PROGRAMS

Bethany College operates a number of external programs to meet the continuing needs of the community and the region. By meeting these needs through its external programs, Bethany College is able to adjust to change and monitor the educational pulse of the area.

Leadership Center

Leadership Center, Bethany's award winning, highly rated conference center, is first choice of the top Fortune 500 companies for conference and management seminars. Current course offerings in the Center's Executive Development Program include "Management," based on United States Steel's highly successful series, "Engineering Project Management," "Processes in Decision Making," and "Management Principles." Plans call for continued expansion of the Executive Development series to meet the training needs of area business and industry.

Leadership Center is the only solar-powered satellite training site in the world.

Community Service Network

By using space-age satellite, Bethany College is channeling innovative programming in the areas of education, business, health, human resources and government through its satellite receiving site at the College's Leadership Center. Ancillary sites are at WQED-TV in Pittsburgh and Wheeling Antenna Cable Co., and Penn State University.

Both credit and non-credit courses and workshops are offered by the Community Service Network (CSN) by way of a satellite uplink from the University of Kentucky. Bethany College is the only private college associated with the CSN and is one

of the many Appalachian and cable sites capable of receiving signals from the RCA Satcom I satellite.

Facilities for the Ohio Valley's CSN main site are located at Bethany College's Leadership Center where the necessary receiving and audio transmitting equipment is maintained.

Summer Programming

Each summer, thousands are involved in band, tennis and church camps conducted on the Bethany College campus. More than 2,500 were on campus last summer for programs which included as many as 500 to 600 participants and as few as six. Church groups from throughout the nation spend a few days or more than a week in Conference. Schools from Ohio, Pennsylvania and West Virginia send their bands to campus for week-long practice and training. Tennis, for both juniors and adults, attract hundreds. Retreats and performing arts workshops are among the activities included in summer programming, and soccer camps and boys' and girls' sports camps round out the summer program schedule.



POLICY ON CROSS-LISTED COURSES

When a course which is part of a department's *requirements* for its field of concentration is cross-listed, a student concentrating in that field may register for the course in any department in which it is cross-listed, but it will count as part of the maximum credit which may be earned by the student within the department of his or her field of concentration.

COURSE LOAD

A normal semester load is 16 hours. However, a student may elect activities courses (music, chorus, band, physical education) up to two hours with no additional fee charge. For example, a student could elect a one-hour activity course, two one-hour activity courses, or a two-hour activity course. Thus, the maximum academic course load is 16 hours plus two hours of activities courses. Permission to take additional courses must be obtained from the Dean of the Faculty. Fees will be charged for any such approved courses. Applications for excess hours are available in the Registrar's Office. A full-time student is defined as any student carrying at least 12 hours per semester.

GRADING SYSTEM

Letter grades given and their equivalents in quality points are:

A	4.00	C	2.00
A-	3.75	C-	1.75
B+	3.25	D+	1.25
B	3.00	D	1.00
B-	2.75	D-	.75
C+	2.25	F	.00

Students are required to take at least 100 hours of letter-graded work.



Grades mean: A, *Excellent*; B, *Good*; C, *Satisfactory*; D, *Inferior*; F, *Failure*.

Other report abbreviations and their meanings are:

Cr. *Credit*. No quality points.

NCr. *No-Credit*. No quality points or academic penalty.

F. *Failure*. No quality points; denotes work that is unsatisfactory.

Inc. *Incomplete*. Incomplete work is a result of sickness or some other justifiable reason. An incomplete must be removed by the end of the fourth week of the following semester, unless an extension of time is granted by the Dean of the Faculty. It is not possible for a student to remove an incomplete after 12 months.

W. *Withdrawn*. No penalty.

WF. *Withdrawn failing*. No quality points; indicates a course dropped with the permission after the fifth week of the semester, with the student failing at the time of withdrawal. A grade of WF has the same effect on the student's grade-point average as an F.

Any student who carries 12 hours of letter-graded academic work may elect to take additional work on a Credit-No Credit basis in courses which are not used for the field of concentration or the distribution requirement.

A report of the scholastic standing of students is received at the Registrar's Office at mid-semester in addition to the final semester reports. These reports are sent to the faculty advisor and the parents or guardians of each student.

CHANGE OF SCHEDULE

During the first five class days of each semester, a student, with the approval of his advisor, may drop or add any course. No classes may be added after this time. With proper approval, a student may drop a course anytime before the final.

CLASSIFICATION OF STUDENTS

For sophomore rank a student must have at least 25 hours of academic credit. Admission to full junior standing is conditioned upon the student having at least 60 hours of academic credit. For senior class rank the student must have at least 94 hours of academic credit.

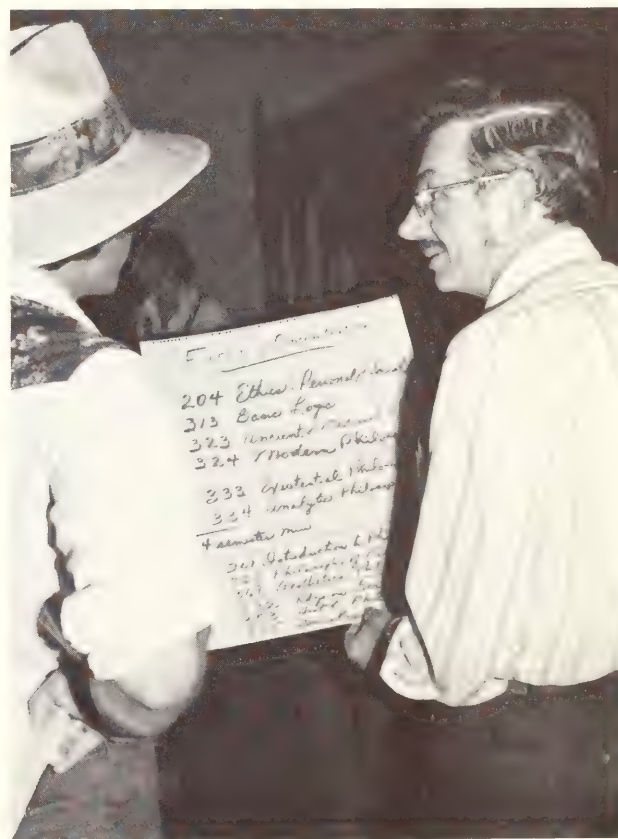
Students are not considered candidates for the baccalaureate degree until they have been granted senior classification, have filed an application to take the Senior Comprehensive Examination in their field of concentration, and have filed an application for a degree.

CLASS ABSENCE POLICY

Students are expected to attend all class and appropriate laboratory meetings of a course and to participate in all outside activities that are a part of the course.

It is the responsibility of individual instructors to record attendance and to evaluate its importance in determination of course grades. Accordingly, instructors prepare at the beginning of each semester a written statement explaining their attendance policy and their consideration of unexcused absences, make-up for excused absences, and related matters, which are in force for the whole semester. The instructor files this statement in the library and with the Dean of the Faculty. At the first class meeting, it is to be distributed to the class.

The Dean of Students grants excused absences in the event of serious personal or family emergencies or authorized College events. The Dean of Students files these excused absences with the Registrar who issues reports to the faculty. Names of students who are seriously jeopardizing their academic progress by class absence are given to the Dean of Students, who initiates counseling with the student. Instructors may drop students with a WF (withdrawn failing) if absences are continued after consultation.



WITHDRAWAL

An honorable dismissal is granted to students in good standing who may desire to withdraw from the College if they have satisfied their advisor and a responsible officer of the College that there is a good reason to justify such action. Students asking to withdraw should present a written request to the Dean of Students along with a statement of approval from parent or guardian. The recommendation of the Dean of Students is next presented to the Business Manager and then to the Registrar for final record. No withdrawal is considered complete until this procedure has been carried out.

PROBATION

The term "on probation" is applied to students who are allowed to continue at Bethany after having failed to meet the standards expected by the faculty and administration. Students may be placed on probation for any of the following causes:

- 1) Unsatisfactory scholastic record. The following academic basis will be used to determine probation each semester: Freshmen must achieve at least 1.7, Sophomores 1.8, and Juniors and Seniors 2.0.
- 2) Unsatisfactory class attendance during the semester or preceding semester.
- 3) Unsatisfactory conduct at any time.

Probation is intended to be a warning to students (and to their parents or guardians) that their record is unsatisfactory and that unless significant improvement is made they will be asked to withdraw from the College. At the end of a semester on probation the student's total record is reviewed. Continued enrollment depends upon the trend of academic performance. The Policy Appeals Board may dismiss any student if the student is not likely to

meet the requirements for graduation in the usual period of four years. An extension of the four-year period is granted only when there are extenuating circumstances.

SPECIAL EXAMINATIONS

A student justifiably absent from a final examination or a test given in connection with regular class work is permitted to take a special test without payment of fees with the consent of the instructor and approval of the Dean of the Faculty. For any other examination a fee must be paid at the Business Office before the examination is taken, and the proper receipt must be presented to the instructor at the time of the examination.



TRANSCRIPT OR RECORDS

Students wishing transcripts of records in order to transfer to other schools or for other purposes should make application to the Registrar's Office at least one week before the transcript is needed. Transcripts are issued only at the request of the student, and official transcripts are sent directly to the college or university specified by the student. One transcript is furnished to each student without charge; for each additional transcript a fee of \$1.00 is charged. When three or more transcripts are ordered at the same time, the first transcript is \$1.00, whereas the others cost \$.50 each. Fees must accompany the request. All financial obligations to the College must be paid before a transcript is issued.

SCHEDULE OF COURSE OFFERINGS

Most courses listed in departments are offered annually. However, many are offered every other year and a few are offered in three-year cycles.

Students should see respective department heads for long-range course planning.

CHANGES IN REGULATIONS

Bethany reserves the right to amend the regulations covering the granting of degrees, the courses of study, and the conduct of students. Membership in Bethany College and the receiving of its degrees are privileges, not rights. The College reserves the right (and the student concedes to the College the right) to require the withdrawal of any student at any time.

INVALIDATION OF CREDITS

Courses completed at Bethany or elsewhere, more than 10 calendar years before the date of proposed graduation, are not accepted for credit toward graduation. All candidates are expected to comply with degree requirements in effect at the time of acceptance of the degree application. With the approval of the Policy Appeals Board and the payment of the required fee, the candidate may take examinations, as administered by the various departments, for courses included in the current curriculum, to reinstate academic credit that may have been declared invalid because of date.



BETHANY



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COURSE DESCRIPTIONS

Freshman Studies

Larry E. Grimes, *Director*

Interdisciplinary Lecture 100

4 hours

Sec. 1 The New Religion of Technocracy

An examination of some of the components of modern western society, from electrical guitars to computers to social wants and needs. This course will look upon western society at work and at play and will study its potential survival in terms of its technocratic base. (*Stanley L. Becker, Associate Professor of General Science*)

Sec. 2 Roots and Branches: A Study of American Slavery and Its Consequences

Students will read books as diverse as *Roots* and *Black Culture and Black Consciousness* as they explore political, racial and economic aspects of American slavery and its consequences. In addition, they will explore story-telling, music, religion, and family life among American slaves and their descendants. Special emphasis will be placed on defining and understanding the Afro-American culture which evolved under the conditions of slavery and racial discrimination. (*Larry E. Grimes, Associate Professor of English*)

Sec. 3 Nazism, Hitler, and the Crises of Life

A survey of major tenets of Adolph Hitler and an analysis of the historical, philosophical, and political roots of German National Socialism. Lectures and movies demonstrate how Nazism affected various phases of German culture and life (art, sports, education, home, church, etc.). The student is assisted in relating the specific issues raised by Nazism to more general human questions concerning the meaning of suffering, ethical decision-making, personal commitment and integrity, and the uses of power. (*Richard B. Kenney, T. W. Phillips Professor of Old Testament Literature*)



Freshman Seminar 111

4 hours

Sec. A. Hatfields and McCoys: Appalachian Myths, Legend, and Reality

This seminar represents a humanistic and social scientific venture and regional-community study. It takes advantage of West Virginia's unique position as a laboratory for such inquiry. It explores such factors as ethnic patterns and diversities, struggles for modernization, demographic trends, and socio-cultural attitudes. These are studied within the context of two governing questions: 1) Is there a distinctive regional ethos for Appalachia?; 2. Is there a special, definable "Appalachian mind"? (*Lynn F. Adkins, Associate Professor of Sociology & Social Work*)

Sec. B A Place To Be, A Way To Live

This seminar explores various ways in which people interact and find purpose in their lives. Diverse community groupings — primitive tribes, social organizations (fraternities and sororities), political jurisdictions, therapy groups, occupational groups, athletic teams, families, etc. — provide the experiences for the study. The seminar itself may become the chief laboratory group. (*William B. Allen, College Chaplain*)

Sec. C Sensitivity to the Natural World

This seminar is an introduction to the natural world based upon the observations of plants and animals in their natural settings. Most sessions will be held outdoors at Bethany and at several nearby, important natural sites. (*Albert R. Buckelew, Jr., Associate Professor of Biology*)

Sec. D Women's Issues

A group of students will explore what it means to be a woman, study the history and the issues of the Women's Movement, examine sex-stereotyping and sex role expectations in family, school, and society, strengthen their own identity through study and sharing, and search for better understanding of the identity of others, both women and men. (*Leonora B. Cayard, Associate Professor of Foreign Languages*)

Sec. E. Medical Practice in Ancient and Modern Times

A consideration of the history of medical practice from the time of the medicine man through folk medicine and early scientific discoveries, to modern medicine and surgery. Time will be devoted to the biographical study of certain physicians as well as to current problems of health care for all citizens. (*J. Daniel Draper, Professor of Chemistry*)

Sec. F. Getting Organized: An Experimental Study of Behavior in Organizations

The seminar itself will serve as the laboratory. Simulation and exercises will acquaint students with organizations, their structure and function, and the relation of individuals to organizations. (*Roy S. Fox, Associate Professor of Accounting*)

Sec. G. Cowboys, Gangsters, and Private Eyes

A multi-media study of the evolution and function of a popular hero type, with particular emphasis on individualism, family life, violence and male/female roles. Students will examine literature, film, and television in their effort to trace the evolution and determine the function of this hero type and the values it reflects. (*Larry E. Grimes, Associate Professor of English*)

Sec. H. Listening To The World: News or Propaganda?

This seminar will listen to English-language radio programs, produced by foreign countries, intended for dissemination to other countries. It will also read and monitor American news media. What are these countries saying about themselves? About the rest of the world? Program content will be examined

in terms of existing media structures in the originating countries. (*William A. Herzog, Jr., Associate Professor of Communications*)

Sec. I. Challenge Yourself

This seminar gives all persons an opportunity to challenge themselves in a variety of outdoor and intellectual activities, including (among others) camping, orienteering, creative writing, and values clarification. The seminar emphasizes self-discovery and group process. (*John H. Hull, Assistant Professor of Psychology*)

Sec. J. The Medium is The Message?

This seminar will investigate the influence the media is having on our lives from the vantage point of the controversial media theorist — Marshall McLuhan and his critics. Students will be encouraged to investigate the modern technology in terms of a moral, ethical, and thinking human being existing in an ever-changing society. (*James J. Humes, Assistant Professor of Communications*)

Sec. K. Sports: Win, Lose, Participate, or . . . ?

This seminar explores the role of sports in society. In it, students will examine the social, economic, and psychological effects on participants and consumers of sports. Topics include sports and racism, violence in sports, sex role stereotyping in sports. (*David M. Hutter, Associate Professor of Physical Education*)

Sec. L. Man, Science and Technology: Problems and Issues

This seminar introduces the student to a series of socio-technological problems (population, health services, auto accidents, energy, noise pollution, etc.) of major concern to U.S. citizens. The goal of the course is careful and logical understanding of each problem and the resulting alternatives. To achieve this understanding, concepts of modeling, optimization, dynamics, feedback, and stability are explored for application as needed and motivated by each problem situation. (*Arthur Z. Kovacs, Professor of Physics*)

Sec. M. Fads and Fallacies in the Name of Science

This seminar will examine various fallacies, fads, cults and panaceas which have masqueraded as science. Selection of topics will depend on student interest, but may include flat and hollow earth theories, Velikovsky, von Daniken, Lysenko, Bermuda triangle, flying saucers, ESP and PK, etc. The method for

acquiring and validating scientific knowledge will be discussed and contrasted with those of the pseudoscientists. (*H. William Leech, Assistant Professor of Physics*)

Sec. N. Images of Modern Life

From September 24, 1936 to June 30, 1972, *Life* magazine portrayed images of the world in which we live through pictures, articles, and advertisements. The purpose of this course will be to examine these images with respect to such topics as sports, fashions, entertainment, technology, roles of women and men, politics, war and peace, humor, etc. The specific topics considered will be determined by student interest, based upon projects students undertake individually or in groups. (*Roy N. Martin, Assistant Professor of Sociology & Social Work*)

Sec. O. Soap and Stuff

What happens when you make an omelet, bake a cake, make wine, root beer or beer? What makes candy harden, jelly jell, fudge fudge or yogurt set? This seminar will investigate these and a number of other questions related to everyday items and foods. In the process, students will learn to prepare some of the dishes and beverages. Group projects will be undertaken which will demonstrate many of the theories discussed. (*Milton R. Smith, Assistant Professor of Chemistry*)

Sec. P. Education of the Self

Exploration of three areas considered crucial to personal adjustment and growth: the self-concept, relationships and communication, and a meaningful philosophy of life. Through readings and group discussions, it is hoped that students will leave the seminar with a greater understanding and acceptance of self and others. (*T. Gale Thompson, Associate Professor of Psychology*)

Sec. Q. The Middle East Today

This seminar uses short-wave radios, American and foreign newspapers and journals, propaganda pieces, and other means of gathering information to analyze current political, economic, and cultural developments in the East Mediterranean region. (*Burton B. Thurston, Professor of Middle Eastern Studies*)

Sec. R. Science Fiction as Social Philosophy

Science Fiction is not only a form of entertainment, but is also often a statement of a philosophy. The writer extrapolates the effects of beliefs and actions upon society. The course will involve reading, analyzing, and evaluating such works and will also involve creating works reflecting participants' beliefs using the science fiction/fantasy base. (*Ann C. Shelly, Associate Professor of Education*)

Sec. S. Self-Discovery Through Literature and Communication

Students read several novels of initiation and other works showing a young person's growth to maturity (e.g., McCullers, *The Heart Is A Lonely Hunter*; Cather, *My Antonia*, Turgenev, *Fathers and Sons*). Students will discuss these "models" of formation to gain insight into their own experiences and will share their discoveries through journals, papers and possibly artistic forms like drama, poetry, dance, art. Students will also focus on self-awareness through interaction with partners and small groups, working to improve communication skills. (*Suzanne Carroll, Assistant Professor of Communications*)





Art

Walter Kornowski, *Department Head*
 Wesley J. Wagner
 Robert Nicoll

AIMS

To provide a balanced background for students who wish to pursue advanced study and/or a career in art or graphic design; to prepare students for teaching or supervising art on either the elementary or secondary level; to combine art with other academic studies as a broad basis for liberal education on the college level; and to provide an atmosphere in which the student is encouraged to acquire standards for the evaluation, practice and appreciation, and application of the plastic arts.

REQUIREMENTS FOR FIELD OF CONCENTRATION

The minimum requirement for a major in art is 40 semester hours, including Art 200, four hours of drawing, two hours of painting, Art 201, Junior Seminar, and Senior Project. At least 10 credit hours must be in art history courses. Departmental meetings, approximately two per year, are required of all majors, and each student must participate in at least one departmental-sponsored museum tour of Washington, D.C., prior to the senior year. Prerequisites must be observed unless the student can show evidence of equivalent training or experience.

The Art Department reserves the right to retain permanently one work from each student in each class. Other works may be held temporarily for use in specific exhibitions and will be available to owners no later than one year after the lending date.

Only students who have completed the following courses or their equivalents will be recommended for state certification to teach Art: Art 105, 200, 201, 205, 206, 210, 300, 301, 320, 325, 478, 480, 490, 10 hours of Art History and eight hours in studio emphasis. See Education Department listings for required professional education courses.

Art 105 Art Encounter 4 hours

The exploration of the basic theories and techniques of major periods in art-history through practice and experimentation.

Art 200 Introduction to Two-Dimensional Design 4 hours

Basic course work in the theories and practice of two-dimensional design; study of the elements and materials in relation to design potentials with practical applications. *Prerequisite for all art majors.*

Art 201 Introduction to Three-Dimensional Design 2 hours

Basic course work in theories and practice of three-dimensional design; study of the elements and materials in relation to design potentials with practical application.

Art 205 Drawing 1 2 hours

Concentrated activity in drawing using a variety of drawing media. Primary emphasis is placed on still life and landscape.

Art 206 Drawing 2 2 hours

Concentrated activity in drawing using a variety of drawing media. Primary emphasis is placed on figure drawing and portraiture.

Art 210 Ceramics 1 2 hours

Studio experience in forming, firing, and glazing pottery, including ceramic sculpture. Individual projects according to student's ability.

Art 250-J Jewelry 4 hours

A studio course designed to develop a basic awareness of the principles and elements of contemporary jewelry design, through practical application. *January term only.*

Art 300 Painting 1 2 hours

Creative exploration of the techniques of watercolor and acrylics, using still life, landscape, portraiture, and imaginative subject matter in a variety of styles.

Art 301 Painting 2 2 hours

Creative exploration of the techniques of oil paints and compatible media, using still life, landscape, portraiture, and imaginative subject matter in a variety of styles.

Art 305 Drawing 3 2 hours

Advanced problems in drawing with a concentration in a specific area, including still life, landscape, and imaginary drawing. Emphasis on composition. *Prerequisite: Art 205.*

Art 306 Drawing 4 2 hours

Advanced problems in drawing with a concentration in a specific area, including figure drawing and portraiture. *Prerequisite: Art 206.*

Art 310 Ceramics 2 2 hours

Advanced problems in media and subject matter selected by the student with the advice of the instructor. *Prerequisite: Art 210.*

Art 320 Sculpture 1 2 hours

Creative expression in three-dimensional forms. Students work with materials that are readily available and easily handled, such as wood, wire, plaster, and clay. *Prerequisite: Art 210 or permission of the instructor.*

Art 325 Printmaking 1 4 hours

Introduction to printmaking processes emphasizing creative expression through such techniques as relief, intaglio, planographic, serigraphy. *Prerequisite: Art 205 or permission of the instructor.*

Art 340 Art Activities in the Elementary School

4 hours

Study of the theories and goals of art education in the elementary school with emphasis on the child's growth and development through art. Exploration of art techniques is included.

Art 400 Painting 3

2 hours

Advanced exploration of the aqueous media with an individual choice of subject matter and style. *Prerequisite: Art 300.*

Art 401 Painting 4

2 hours

Advanced exploration in oils and compatible media with an individual choice of subject matter and style. *Prerequisite: Art 301.*

Art 420 Sculpture 2

2 hours

Advanced problems in media and subject matter selected by the student with the advice of the instructor. *Prerequisite: Art 320.*

Art 425 Printmaking 2

4 hours

Advanced problems in media and subject matter selected by the student with the advice of the instructor. *Prerequisite: Art 325.*

Art 478 Junior Seminar

2 hours

Required of all students concentrating in the field. A survey of art for review and interpretation of the particular problems of this field.

Art 480 Methods and Materials in Art

4 hours

Problems in the teaching and administration of art programs. (May be taken for credit as Education 480).

Art 487-488 Independent Study

2 or 4 hours each

Art 490 Senior Project

2-8 hours

Begins during the second semester of the junior year.

Graphic Design

The following courses provide students interested in communications, graphics, and advertising with background pertinent to the field. An interdepartmental program can be developed between the Art Department and the Communications Department. See the respective department heads for requirements.

Art 303 Lettering and Layout

4 hours

Introduction to calligraphy, typography, letter forms, and layout, with emphasis on design, legibility, and creative practice.

Art 304 Design Applications

4 hours

Emphasis on problem solving experiences as related to visual communications. The mechanics and psychology of two-dimensional and three-dimensional design are explored as a foundation for graphic design.

Art 404 Television Graphics

4 hours

Emphasis on the design of visual symbols for television. Combines principles of graphic art with the particular requirements of television production. *Art 303 and 304 recommended but not required.*

Art 405 Illustration

4 hours

Advanced problems in advertising, book, and magazine illustration, with emphasis on procedures necessary to pictorial expression of ideas. *Art 200 and 205 recommended but not required.*

Art 406 Graphic Communications Design Studio

4 hours

Emphasis on professional procedures, structure, communication functions, and processes as applied to areas of graphic design in practical applications. *Prerequisites: Art 303, 304, 405, or permission of the instructor.*

Art History

The following courses are surveys, intended to introduce students to a variety of artistic achievements, and the work of selected artists, their methods, media, and contributions, in the context of their time. The continuity of artistic development is stressed.

Art 351 The Ancient World 2 hours

Beginning with an introduction to paleolithic art, this course concentrates on the art of the Ancient Near East, Egypt, Classic Greece, and Rome.

Art 352 Medieval Art 2 hours

Continued survey, beginning with Early Christian and Byzantine Arts and finishing with Gothic Art.

Art 353 Renaissance through Baroque Art 2 hours

Concentrates on Renaissance and Baroque Art in Europe. Its roots and developments in painting, sculpture and architecture will be examined.

Art 354 Western Art from 1800 to the Present 2 hours

Covers such important schools and movements as Romanticism, the English landscape school, Impressionism, Cubism, Art Nouveau, and Surrealism. Painting, sculpture, and architecture are treated.

Art 355 Asian Art History 2 hours

Introduction to the arts of China, Japan, and India with some reference to Islamic art.

Art 356 U.S. Art 2 hours

Survey of the development of the arts in the U.S. from Colonial times to the present with emphasis upon the evolution of style in architecture, sculpture, and painting.

Art 358 Art History Seminar 4 hours

Deals with specific aspects of the history of art for individual investigation. Also includes methods of research. Topics for study are chosen by the students with the approval of the instructor. Involves specialized and selected readings in the field and individual and group discussions. *Prerequisite: four or more semester hours of art history.*

Astronomy

(See General Science 201 Astronomy)





Biology

Gary E. Larson, *Department Head*

Albert R. Buckelew

Larry Lee Houts

Janet Lanza

AIMS

To acquaint students with the living world around them and with basic life processes; to demonstrate the scientific method as an approach to problem solving; to cultivate an appreciation of research; to develop laboratory skill in various types of work in biology; to train students as teachers of biology and for certain professional work related to this field, and to help students find and appreciate their role in the natural environment.

REQUIREMENTS FOR FIELD OF CONCENTRATION

A minimum of 32 semester hours in the department including the Senior Project. A minimum of 16 semester hours in chemistry, including two semesters of organic chemistry. Eight hours of physics are also required. German or French is recommended for those students going on to graduate school. A semester of calculus is also strongly recommended.

Students who plan to become professional biologists should consider the following courses: Biology 100, 101, 201, 228, 303, 326, 338, 343, 365, 367, 425, 442, and 490.

Students preparing for work in medicine, dentistry, or as laboratory technicians should consider the following courses: Biology 100, 105, 201, 303, 343, 367, 442, and 490.

Only students who have completed the following courses or their equivalents will be recommended for state certification to teach biology in the secondary schools: select one of the following: Bio. 201, 365, 442; select eight hours from Bio. 100, 101, 228, 338; required are Bio. 303, 326, 467, 480, Chem. 101, 102, and eight hours of physics. See Education Department listings for required professional education courses. A second teaching field is required.

Students considering a concentration in biology should consult with the chairman of the department during the first semester of their freshman year.

Bio. 100 Animal Biology 4 hours

An examination of the phylogentic sequence in the animal kingdom. Emphasis is placed on the fundamental structures and functions of animals, including man.

Bio. 101 Plant Biology 4 hours

A study of plant life including the evolution of the various groups of plants. Special emphasis on the environmental factors affecting the growth of plants and the dynamics of the cell.

Bio. 102 Horticultural Science 2 hours

Examination of the scientific concepts on which horticulture is based. Emphasis is placed on the study of the plant, the basis of all horticultural activities.

Bio. 103 Conservation of Natural Resources 2 hours

Study of the rational use of natural resources. Emphasis is placed on the study of current legislation on local, state, and federal levels.

Bio. 105 First Aid as Related to the Principles of Biology 2 hours

Major emphasis is placed on the biological principles utilized in the standard first aid and personal safety course of the American Red Cross. Red Cross certificates may be earned by those passing the examination. Opportunity for instructors' certi-

icates will be presented as an option at the end of the course. Does not fulfill distribution requirements in the physical and life sciences. (May be taken for credit as Physical Education 226.)

Bio. 167 Introduction to Mammalian Anatomy and Physiology 4 hours

Mammalian anatomy as exemplified in the cat. Discussion and study of the functioning of the tissues and organ systems of the human body. Lab study of the anatomy of the cat, and human physiology. Not open to biology majors. *Prerequisites:* Bio. 100, 101. May be taken for credit as P.E. 167.

Bio. 201 Comparative Vertebrate Anatomy 4 hours

Comparative anatomy of the representative forms of vertebrates; lab study of the comparative anatomy of the shark, other lower vertebrates, and the cat.

Bio. 205 Emergency Medical Training 4 hours

The medical, communication, transportation records, and report instructions required for certification by the West Virginia Department of Health as an emergency medical technician. Red Cross advanced first aid certificates may be earned by those passing the examination. Does not fulfill distribution requirements in the physical and life sciences.

Bio. 210 Evolution 2 hours

Evidence for the theories of evolution with special attention to the modern synthesis of genetics and ecological factors. *Prerequisite:* An elementary course in biology or permission of the instructor.

Bio. 228 Field Botany 2 hours

Introduction to the taxonomy of vascular plants with emphasis on the local flora, including the techniques of herbarium science.

Bio. 230-S Methods in Environmental Education 2 hours

Introduction to the materials and methods of environmental science for elementary and junior high school teachers, and camp leaders. Basic techniques in field biology and man's relationship to the natural world are emphasized. Part of the course is conducted at a mountain camp. *Summer session only.*

Bio. 231 Ornithology 2 hours
Anatomy, behavior, and identification of birds.

Bio. 303 General Genetics 4 hours
A synthesis of basic principles and modern molecular theory.

Bio. 326 Ecology 4 hours
Study of the general principles of bioecology of plants and animals. Special emphasis is placed on field study of several communities.

Bio. 303-S 330-J Urban Ecology 2 hours
Covers major areas of environmental quality management: water pollution, air pollution, solid-wastes disposal, noise pollution, and housing regulations. *Summer session and January term only.*

Bio. 338 Advanced Botany 4 hours
Morphology of the vascular plants plus a study of the fundamental life processes of plants: growth, irritability, nutrition, metabolism, and hormonal control. *Offered Spring 1978-79.*

Bio. 343 Microbiology 4 hours
Morphology and physiology of micro-organisms; principles of lab technique; cultural characteristics and environment influences on microbial growth.

Bio. 365 Invertebrate Zoology and Parasitology 4 hours
A functional and evolutionary study of the major invertebrate phyla. Special emphasis, particularly in the laboratory, is placed on the parasitic members of phyla.

Bio. 425 Animal Physiology 4 hours
Structure and functions of the human body; the mechanism of bodily movements, responses, reactions, and various physiological states.

Bio. 428-J Tropical Ecology 4 hours
Study of plant and animal ecological relationships in a tropical zone (Trinidad). Permission of instructor required. *January Term only.*

Bio. 440 Histology-Microtechniques 4 hours
Structure of the cell, its modification into various tissues, and the practice of general histological techniques.

Bio. 442 Embryology 4 hours
Study of the ontogenetic development of selected embryos. Major emphasis is on the vertebrates.

Bio. 451 Animal Behavior 2 hours
Provides the student with an awareness of the types of behavior and the functional aspects of individual and group behavior. The laboratory explores the behavioral interactions among individuals of a variety of species.

Bio. 467 Cell Physiology and Biochemistry 4 hours
Introduction to the structural organization of cells and the important aspects of cell physiology in the light of modern biochemistry and biophysics. *Prerequisite: Chem. 211-212 or permission of the instructor.*

Bio. 480 Methods and Materials in Teaching Physical and Life Sciences 4 hours
For course description see General Science 480. (May be taken for credit as Education 480.)

Bio. 487-488 Independent Study 2 or 4 hours each

Bio. 490 Senior Project 4-8 hours
Starts the first semester of the junior year and is to be completed in the spring semester of the senior year.



Chemistry

John Daniel Draper, *Department Head*
 Richard G. Stebbins
 Milton Smith

AIMS

To contribute to the student's general knowledge and understanding of the nature of the physical world and his or her understanding of the place of chemistry in industrial and business life; to provide experience in the scientific method of reasoning; and to provide students concentrating in this field with a thorough and practical education in chemistry which may be useful in industrial, technical, and graduate work.

REQUIREMENTS FOR FIELD OF CONCENTRATION

A minimum of 36 hours in the department exclusive of the Senior Project. The distribution must include Chemistry 101, 102, 211, 212, 222, 224, 323, 324, 402, 414, 421 plus four hours of electives and at least four hours of Senior Project; Mathematics 201, 202; Physics 201, 202; and at least two hours from the group of Computer Science 169, 269, Physics 221, 261, 300, Mathematics 203, 341. Students who plan to do graduate work in chemistry will demonstrate a reading knowledge of chemical German, French, or Russian. Additional courses in mathematics are also strongly recommended. All courses in chemistry as well as the indicated courses in mathematics and physics must be taken for a letter grade. For those students for whom it might be advantageous, a program of study is offered consistent with the most recent standards laid down by the American Chemical Society.

The entering freshman who is interested in chemistry should select Chemistry 101 and mathematics at the appropriate level. Programs for subsequent semesters must be decided in conference with the faculty advisors for chemistry. Students planning to take the MCAT are strongly advised to take a course in the history of the fine arts during their fourth or fifth semesters.

Only students who have completed the following courses or their equivalents will be recommended for state certification to teach Chemistry in secondary school: Chem. 101, 102, 211, 212, 222, Physics 201, 202, G.S. 480, and select six hours from the following: Chem. 224, 314, 323, 402, 414. See Education Department listings for required courses in Professional Education. A second teaching field is required.

**Chem. 101 General Chemistry and
Inorganic Qualitative Analysis** 4 hours

Study of theoretical and descriptive inorganic chemistry. The lab work is primarily a study of the principles and practice of a systematic qualitative scheme of analysis for the cations and anions. *Prerequisites: two units of mathematics or concurrently with Math. 103. Three lectures and three hours of lab per week.*

Chem. 102 General Chemistry 4 hours

Continuation of the lecture portion of Chem. 101. Study of solubility and acid-base phenomena in aqueous systems with appropriate lab work. *Prerequisite: Chem. 101.*

Chem. 211-212 Organic Chemistry 4 hours each

Introduction to the study of the organic compounds of carbon, both aliphatic and aromatic, involving a considerable amount of the electronic mechanisms of organic reactions. Lab work consists largely of organic preparations. *Prerequisites: Chem. 101, 102. Three lectures and three hours of lab per week.*

Chem. 222 Chemical Thermodynamics 2 hours

Introduction to the concepts and experimental techniques of classical thermodynamics with special emphasis on the concepts of enthalpy, entropy, and free energy. *Prerequisites: Chem. 102; Math. 202 or permission of the instructor.*

**Chem. 224 Introduction to Chemical
Spectroscopy** 2 hours

Study of the different energy states of atoms and molecules; the statistical principles governing the distribution of particles within these states; and the transitions between states. *Prerequisites: Chem. 102; Math. 202 or permission of the instructor.*

**Chem. 311 Bonding and Symmetry in
Organic Chemistry** 2 hours

Introduction to group theory and simple molecular orbital calculations as they apply to organic chemistry and to the spectra of organic compounds. Emphasis is placed on problem solving and structural determinations from spectroscopic data. *Prerequisites: Chem. 212; Chem. 224 or permission of the instructor.*

Chem. 314 Introduction to Biochemistry 2 hours

Study of the chemistry of some of the more important biological processes with emphasis on reaction mechanisms and methods of elucidation. *Prerequisite: Chem. 212.*

Chem. 323 Kinetics and Solutions 2 hours

Study of rate processes, especially in the liquid phase. *Prerequisite: Chem. 222.*

Chem. 324 Electrochemistry 4 hours

Study of oxidation-reduction and phenomena associated with solutions of electrolytes, application of these principles including classical electrochemical analysis, and the measurement of basic physical parameters. *Prerequisite: Chem. 222.*

Chem. 325 Chemical Instrumentation 2 hours

The theory and practice of selected methods in chemical instrumentation. Special emphasis will be placed on those methods not covered in other courses and on methods helpful for completion of Senior Projects. *Prerequisites: Chem. 222, Chem. 224.*

Chem. 402 Advanced Inorganic Chemistry 2 hours

Chemistry of certain elements and their compounds is studied and interpreted on the basis of modern theories of atomic and molecular structure. The necessary foundation in quantum mechanics is reviewed. *Prerequisites: Chem. 222, 224.*

Chem. 411 Physical Organic Chemistry 2 hours

Study of the theories and techniques relating structure and properties of organic compounds. *Prerequisites: Chem. 212; Chem. 222 or permission of the instructor.*

Chem. 414 Advanced Organic Chemistry 2 hours

Study of selected advanced topics in organic chemistry including reaction mechanisms. Lab is introduced, where appropriate, and stresses the use of instrumentation. *Prerequisites: Chem. 212; Chem. 222 or permission of the instructor.*

Chem. 421 Chemistry of the Condensed Phases 2 hours

Study of special problems associated with the liquid and solid states. *Prerequisite: Chem. 222.*

Chem. 430 Special Topics 2 hours each

Series of three courses devoted to the consideration of advanced topics and areas of special interest in the fields of Inorganic Chemistry (430-A), Organic Chemistry (430-B), and Physical Chemistry (430-C). *Prerequisite: Permission of the instructor.*

Chem. 477-478 Seminar in Chemistry 2 hours

Presentation of current research topics by students, faculty and visiting lecturers.

Chem. 480 Methods and Materials in Teaching Physical & Life Sciences 4 hours

For course description see General Science 480. (May be taken for credit as Education 480.)

Chem. 487-488 Independent Study 2 or 4 hours each**Chem. 490 Senior Project** 4-8 hours

During the junior year the chemistry major is introduced to the methods of employing the chemical literature, selects a topic for advanced investigation, and makes a literature search of background material as a basis for an in-depth study in this area. There is one class meeting each week for both semesters. Following this preliminary work, an investigation of a significant topic in chemistry is made by each senior under the direction of a faculty member in the department. This work culminates in a written and oral report at the end of the senior year.





Communications

William A. Herzog Jr., *Department Head*

James W. Carty Jr.

Suzanne Carroll

James H. Humes

Barbara L. Boyer

Kurt P. Dudt

Ruth L. Westlake

AIMS

To develop students' abilities to analyze and understand the role of communication in our daily lives and the functions and effects of mass communications in society; to develop requisite personal skills for effective oral and written communication; to provide theoretical and practical preparation for students seeking careers in radio, television, newspaper, magazine and book publishing, public relations and advertising.

REQUIREMENTS FOR FIELD OF CONCENTRATION

Communications 101, 201, 202, 204, 206, 209, 210, 403, 478; a Senior Project; at least one semester's work on a campus publication, Cable 3, or WVBC-FM; and a departmental-approved internship in the mass media, advertising or public relations. Normally students will take 101 and 206 in their first year; 201, 202, 209 and 210 in their second year; 403 in the third or fourth year; and 478 in the fourth year. Twelve hours in English and/or literature courses in the Foreign Language Department are also required, as is proficiency in reading a foreign language at the 200 level. Courses in marketing, statistics, psychology, and art are recommended.

Students must have achieved at least sophomore standing for enrollment in any of the 300- and 400-level courses in the department.

Comm. 101 Introduction to Mass Communications

4 hours

History and theory of mass communications. Role of newspapers, magazines, radio, television, books, movies, and adjunct agencies in modern society. Effects on audiences.

Comm. 106 Interpersonal Communication: Voice and Diction

2 hours

Introduction to effective use of the voice and the body in interpersonal and public communication. Voice mechanics include breathing, posture, articulation, projection, pitch and tempo. Use of the body covers eye contact, facial expression, gestures and movement. Attention to the individual needs and to the use of linguistics dialects suitable for different occasions.

Comm. 201 Reporting I

2 hours

Study and practice of basic journalistic writing skills. Concentration on elements of grammar and sentence construction as they relate to news writing. (Student must receive at least a "C+" grade to continue with Comm. 202.)

Comm. 202 Reporting II

2 hours

Concentration on the news gathering process and construction of news stories and features. Writing for the campus newspaper will be required. Attention to newspaper organization and functions of various departments. *Prerequisite: Comm. 201, with at least a "C+" grade.*

Comm. 204 Copy Editing and Layout

2 hours

Principles and practice in editing copy for publication; includes typography, layout, design of letterpress and offset newspapers, and use of computers. *Prerequisite: Comm. 202.*

Comm. 206 Interpersonal Communication: Speech

4 hours

Introduction to the dynamics of communication: levels of interaction between speaker and listener. Developing the use of voice and non-verbal signals; understanding oral style in language

and logical argument in public speaking. Focus on the design and delivery of short speeches and on critical listening. (May be taken for credit as Theatre 206.)

Comm. 207 Interpersonal Communication: Theory and Practice

4 hours

Introduction to verbal and nonverbal interaction in dyads and small groups. Examination of perception, self-concept, awareness, use of language, listening and feedback as they affect oral communication. Practice and analysis of interpersonal skills.

Comm. 209 Broadcasting and Society

2 hours

History of U.S. broadcasting. Concentration on public issues and the effect of electronic media on other basic institutions of society. Contributions and criticisms of radio and TV. Functions of the FCC.

Comm. 210 Broadcast News

Gathering and Writing

2 hours

Lecture and lab course designed to acquaint the student with basic principles of gathering and writing news for radio and television. Styles of broadcast writing, effective composition and editing, use of recorded material, and reporters' ethics are examined. Class discussions and practice sessions. *Prerequisite: Comm. 201 with at least a "C+" grade.*

Comm. 220-J Caribbean Journalism

2 hours

Study of the mass media and their impact economically, socially, politically, religiously, and educationally on the various Caribbean groups. The course deals with the media in the Virgin Islands, Puerto Rico, Cuba, Haiti, Dominican Republic, and the Caribbean Commonwealth nations. *January term only.*

Comm. 281 TV Programming

2 hours

Historical development. Current trends and practices, program designs, and audience analysis.

Comm. 288 TV Production

2 hours

Lecture/lab designed to acquaint students with the tools, elements and techniques of TV production. Students serve as floor managers, camera operators, audio/visual technicians and directors.

Comm. 301 Principles of Advertising 4 hours

Study of history, philosophies and principles of advertising. Media, markets and merchandising. Role and evaluation of advertising. Stress on copy writing and layout.

Comm. 302 Principles of Public Relations 4 hours

Contributions and criticisms of public relations. History, philosophies, trends, principles, Case studies of institutional programs. Preparation of a creative project such as a trade journal.

Comm. 303 Advanced Reporting and Features 4 hours

Extensive practice of news gathering and writing. Examination of the functions of a reporter and his role in a newspaper office. Attention to public affairs reporting. *Prerequisite: Comm. 202.*

Comm. 304 Laws of Communications 2 hours

Treatment of national and state constitutional and legislative laws and court decisions regarding freedom and responsibility of the print and electronic media, advertising and public relations. Principles and case studies of libel, privacy, privilege, copyright, and contempt. Social responsibility of the media.

Comm. 306 American Magazines 2 hours

Role and contributions of U.S. magazines, historically and currently. Trends in writing style, editing, production, layout, advertising, promotion, reader research, and circulation. Practice in writing three articles for a professional journal and general circulation magazines.

Comm. 307 Interpersonal Communication: Oral Interpretation 2 hours

Development of voice and nonverbal skills to interpret prose, poetry and dramatic literature in oral presentation. Techniques for platform and microphone. Projects will demonstrate facility in transmitting meaning for public performance. (*May be taken for credit as Theatre 307.*)

Comm. 335 School Publications 2 hours

Practical course in which class members do reporting, editing, and layout work. Editorial and design problems of high school, college yearbooks, catalogs, and literary journals are also considered with school periodicals as examination pieces.

Comm. 365 Audio-Visual Education 2 hours
(See Education 365.)**Comm. 366 Educational and Public Broadcasting - I** 2 hours

Survey of the development and current trends in noncommercial radio and television. Emphasis is placed on the Carnegie Commission, legislative action, structure, funding, programming, and regulation. Lecture, discussion, field trips.

Comm. 367 Educational and Public Broadcasting - II 2 hours
(Continuation of Comm. 366)

Additional emphasis on instructional TV and international systems in industrialized countries and Third World countries. Students will be required to do in-depth historical research over an area or trend covered in Part I and II. Research, discussion, lecture, field trips.

Comm. 377 The Performing Arts in Radio and TV 2 hours

Studio course utilizing specific exercises designed to develop individual style in camera and microphone techniques. Useful to all students of the performing arts as well as those desiring a career in radio and/or TV announcing, acting, and singing.

Comm. 378 Audio Production 2 hours

Lecture and lab course designed to acquaint the student with basic techniques of audio production. The course employs both classroom discussions and practical projects in the WVBC radio studios. Emphasis is on techniques applicable to use of sound in radio, television, cinema, and theatre.

Comm. 382 Broadcast Station Management Problems 2 hours

Legal aspects. Economic and operational factors. Developing local talent. Personnel, budgetary, promotional, and other problems. *Prerequisite: Comm. 209.*

**Comm. 383 Advertising Writing for
Radio and TV** 2 hours

Theory and practice in preparing advertising copy for local, regional, and national radio and TV. Audience evaluation, research, and planning campaigns. Construction of 10, 20, 30, and 60-second ads.

Comm. 389 Writing for Electronic Media 2 hours

Writing of dramas and documentaries. Interviews, research, and study of the contribution of dramas and documentaries to American cultural patterns. *Prerequisites: Comm. 209 and 210 in addition to sophomore standing.*



Comm. 401 History of American Journalism 4 hours

History of newspapers, magazines, radio, television, and books in the United States.

Comm. 402 Public Opinion 4 hours

The nature and significance of public opinion. Includes studies of public opinion formation and measurement, the roles of news media, advertising, censorship, propaganda, political indoctrination, and other factors.

**Comm. 403 Reading and Research in
the Foreign Press** 2 or 4 hours

Selected readings, content analysis, and other research in periodicals of one foreign language. (May be taken for credit as Foreign Language 403.) *Prerequisites: Junior or senior standing and completion of a 200-level course or equivalent in a foreign language.*

Comm. 404 Advanced Advertising 2 hours

Study of principles of writing and layout for a sustained campaign. Preparation of a campaign for a product and/or service of a profit or non-profit institution.

Comm. 405 Advanced Public Relations 2 hours

Study of principles of writing and layout for an institutional magazine or newsletter. Preparation of a periodical for a profit or non-profit institution.

Comm. 478 Senior Seminar 4 hours

Overview of the history, theory and ethics of communications. Review of media writing skills. Survey of professional opportunities and entrance procedures.

**Comm. 487-488 Independent
Study** 2 or 4 hours each

Comm. 490 Senior Project 2-8 hours

Computer Science

Computer Science is not a department, nor is it a field of concentration. A student may, however, complete a field of concentration in mathematics with an emphasis in computer science courses. (*See Mathematics.*)



Com. Sci. 169 Introduction to Computer Science 2 hours

Introduction to computer programming using the basic language. Emphasis is placed on use of the computer in solving problems encountered in mathematics.

Com. Sci. 222 Digital Electronics 4 hours
(*See Physics 222.*)

Com. Sci. 269 Advanced Computer Languages 2 hours

Study of any one of several other computer languages such as Fortran, as well as an introduction to machine language programming.

Com. Sci. 270 Logic and Algorithms 4 hours

Discusses the development of the computer and how it solves problems through algorithms. Since computers are inherently logical, propositional and first-order predicate logic are discussed. *Prerequisite: Math 103 or the equivalent.*

Com. Sci. 355 Data Structures 4 hours

Deals with how computers use data and how the data can be effectively manipulated. Such things as how files are arranged for business and government are analyzed. *Prerequisite: Com. Sci. 169*

Com. Sci. 360 Computer Architecture 4 hours

This course is primarily for students who want to learn how the computer works. The hardware of the computer is discussed, including the central processor, memory and input-output devices.

Com. Sci. 365 Operational Systems 4 hours

This course is primarily for students who want to learn how the computer operates. The software of the computer is discussed, including learning the assembly language of the Super Nova. *Prerequisite: Com. Sci. 169*

Com. Sci. 487-488 Independent Study 2 or 4 hours each



Economics & Business

Ralph A. Maggio, *Department Head*

John D. Davis

Roy S. Fox

W. Randolph Cooley

Forrest H. Kirkpatrick

J. James Marnell

AIMS

To help students understand how man's struggle to provide for his needs and wants in a world of limited resources is related to all of man's problems: personal, social, political, and spiritual; to provide knowledge and develop proficiency in the application of analytical tools to the problems of society and business. The courses offered serve as preparation for work in business, government, law, environmental planning, and graduate study.

REQUIREMENTS FOR FIELD OF CONCENTRATION

Minimum of 30 hours exclusive of the Senior Project. The following courses are required: 200, 241, 246, 301, 302, 477. Outside the department, Math 201, 281 and 282 are required and should be completed by the beginning of the junior year. In addition, students will elect to take 12 hours in one of the following areas: *Accounting*: (Econ. 261, 262, 271, 272) *Finance*: (Econ. 311, 316, 325) *Business*: (Econ. 230, 280, 290, 300, 341) *Economics*: (Econ. 316, 341, 360).

A student may elect to develop his or her own course pattern consisting of 12 hours of courses to replace one of the above areas of study. In such cases, prior consent must be obtained from the chairman of the department. Students concentrat-

ing in Economics and Business are expected to attain a minimum grade of "C" in all courses in the department. If a student receives a grade lower than a "C," the student must arrange an interview with the chairman prior to taking additional upper-level courses. All courses numbered 246 and above have prerequisites.

Students considering economics and business as a field of concentration should complete by the end of the sophomore year: Econ. 200, Econ. 241, Math. 201, and Math. 281.

Econ. 101 Personal Finance 4 hours

Objectives of this course are to develop an understanding of the concepts needed for intelligent consumer decision-making. Concentration on budget policies, borrowing, installment buying, marketing techniques, and consumer purchases in the areas of food, clothing, automobiles, housing, social insurance, personal insurance, pension programs, investment markets, and estate building. (Not recommended for students with a field of concentration in Economics and Business.)

Econ. 111 Introduction to Business 2 hours

Structure, procedures, and objectives of the business system; economic and social environments of business; role of business in our culture.

Econ. 200 Principles of Economics 4 hours

Introduction to the inevitable problems associated with scarcity. Alternative methods of settling economic questions, with special emphasis placed on the functioning of the market system. Pricing, output determination, monopoly power, wage controls, and price fixing in relation to contemporary issues. The student is also introduced to problems of money and banking, growth, the labor movement, and business operations. Students will read broadly from non-technical literature as well as conventional text materials.

Econ. 230 Business Law 4 hours

Introduction to the nature and development of law, the legal aspects of contracts and other business instruments as set forth in the Uniform Commercial Code, and some aspects of partnerships and corporations.

Econ. 241 Principles of Accounting I 4 hours

Introduction to basic accounting and business transactions; cash record and control; periodic adjustments of transactions data; financial statement presentation, payroll accounting; accounting and reporting principles of partnerships, corporations, branches, and departments.

Econ. 246 Principles of Accounting II 4 hours

Basic cost accounting principles including job cost and process cost systems; interpretation of financial statements; control of manufacturing costs through budgeting; flow of funds; and tax considerations in business decisions. *Prerequisite: Econ. 241.*

Econ. 261 Intermediate Accounting I 4 hours

Intensive review of adjusting and closing entries. The use of work sheets in the preparation of statements. Comprehensive study of all corporation accounts. *Prerequisites: Econ. 241, 246.*

Econ. 262 Intermediate Accounting II 4 hours

Critical study of the principles governing the valuation of assets and the application to balance sheet problems of the concept of matching revenues and costs. *Prerequisite: Econ. 261.*

Econ. 271 Cost Accounting 4 hours

Basic concepts and techniques of industrial accounting; historical and standard costs; budgeting; management use of cost accounting information. *Prerequisites: Econ. 241, 246.*

Econ. 272 Auditing 4 hours

Basic concepts of standards of auditing; audit procedures and working papers; internal and external audit reports. *Prerequisites: Econ. 261, 262.*

Econ. 280 Management 4 hours

Study of the management process; organizing, staffing, decision-making, concepts of control, operating objectives, group dynamics; analysis of cases for study of managerial activities. A seminar course. *Prerequisite: Econ. 200.*

Econ. 285 Quantitative Methods 4 hours

An introduction to some of the quantitative techniques which today are playing an increasing role in decision making by management.

Econ. 287 Organizations and Human Behavior 4 hours

This course seeks to improve effectiveness of organizations by strengthening human processes. It explores specific aspects of organizational culture such as motivation, conflict, power, and leadership; exercises and simulations are emphasized. (May be taken for credit as Psych. 287.)

Econ. 290 Principles of Marketing 4 hours

Marketing function of the manufacturer, wholesaler, jobber, retailer, mail order-house, chain store and other marketing institutions; cost of distribution; problems of marketing management and planning; and modern trends in marketing. *Prerequisite: Econ. 200.*

Econ. 300 Business and Society 4 hours

Interface of business with government and society; management action in situations involving significant political and social factors; the changing role of business. Open only to juniors and seniors.

Econ. 301-302 Intermediate Economic Theory 4 hours each

Advanced survey of the elements theory primarily for students concentrating in economics. First semester: resource allocation, price determination, output determination, and income distribution under various market conditions. Second semester: a study of national income and employment determination, inflation growth and economic stability, interwoven with mathematical analysis and model building. Designed to introduce the student to the techniques of differential and integral calculus, linear equations, matrix algebra, and statistics as applied to the above analysis. *Prerequisites: Econ. 200 and Math 201, 281.*

Econ. 311 Business Finance 4 hours

Study of corporate organization and the planning of financial requirements. Intensive study of cash flow, budgeting, capital decisions, internal financing, and corporate reorganization. *Prerequisites: Econ. 200, 241, Math 281.*

Econ. 316 Money, Banking, and Fiscal Policy 4 hours

Various money markets; the operation of commercial banks, Federal Reserve System, and the Treasury Department including an analysis of tax revenues, expenditures, and debt-financing. *Prerequisites: Econ. 200, 241.*

Econ. 325 Investment Management 4 hours

Critical study of the various types of investment instruments and the relative merits of each, investing procedures, security analysis, security ratings, portfolio theories, and portfolio analysis. *Prerequisites: Econ. 200, 241, Math 281.*

Econ. 341 Labor 4 hours

General course in labor economics, with an emphasis on trade unionism; history and objectives of organized labor; employment and wage theory; managerial labor policies; collective bargaining; current social, economic and political aspects of labor management relations; and labor law. *Prerequisite: Econ. 200.*

Econ. 360 International Trade 4 hours

Principles of international trade and finance and their application to the modern world; theory of comparative advantage; exchange rates, monetary standards, tariffs, quotas, and commercial policy; capital movements; aid to less developed countries; geographic origin and direction of trade routes and products. *Prerequisite: Econ. 200.*

Econ. 399 Junior Seminar 2 or 4 hours

Opportunity for interested students and faculty to explore some aspect of economics or business not covered in the curriculum. Topics have been: The Modern Left and the Establishment, Government Regulation, Public Finance, Quantitative Procedures in Management Science, and Data Processing in Modern Business. Students must be prepared for advanced work.

Econ. 477 Senior Seminar 2 hours

A capstone course integrating the student's background, experiences and previous business and economics curriculum through case studies and simulation exercises.

Econ. 487-488 Independent Study 2 or 4 hours each**Econ. 490 Senior Project 2-8 hours**

Open only to students with a field of concentration in the department. Preparation of the senior project and its presentation. Time will also be devoted to review for the senior comprehensives. The topic for the senior project must be selected before the end of the junior year and be approved by the head of the department.

Education

Ann C. Shelly, *Department Head*
 John U. Davis, *Sabbatical, First Semester, 1979-80.*
 Dorothy L. Huestis
 Barbara J. Divins

AIMS

To develop a teacher who is a self-directing decision maker who recognizes the need for personal and professional growth, has the skills necessary to pursue it, and is secure enough to engage in personal and professional self-evaluation.

To develop a teacher who recognizes the needs of young persons and is able to utilize both the liberal arts background and principles of teaching in attempting to meet those needs today. The teacher also analyzes emerging trends and thinks critically about them in an attempt to arrive at a more human balance between the teacher's needs and the student's needs.

To develop a teacher who has the skill and willingness to communicate, in the deepest sense of the word, with people of all ages and backgrounds.

In summary, the teacher is a perceptive and aware person who can utilize intellectual skills and knowledge to think critically and pursue self-directed goals.



REQUIREMENTS FOR TEACHER EDUCATION

A student preparing for elementary or secondary school teaching must plan to complete: (1) the requirements for graduation described on page 47, (2) a selection of courses providing appropriate background for teaching in a particular field, and (3) a sequence of professional education courses and experiences designed to give a broad understanding of concepts and skills in teaching. Bethany is accredited by the National Council for Accreditation of Teacher Education (NCATE) and is a party to the interstate compact for reciprocity in certification by the preparation of students for certification in the State of West Virginia.

To become eligible for teacher certification, the student must complete a college and state-approved program. It is the student's responsibility to seek appropriate counseling from the Education Department, preferably early in the freshman year, and to become familiar with all of the requirements.

The department recognizes abilities which students may already have in a given subject matter area and assists them in planning their program accordingly. Waivers or advanced standing granted by the College can be noted on official transcripts so that courses from which a student is exempted may be applied toward certification.

Leadership of children and youth groups, e.g., summer camp, scouts, church school, playground supervision, etc., is strongly recommended.

A period of observation and participation in a school is an important and integral part of the edu-

cation curriculum. Education students are encouraged to consider observation and participation in an educational agency when planning their intercultural and/or citizenship practicum.

Students enrolling for courses involving observation and teaching in schools must abide by dress and appearance standards of any school to which they are assigned.



ELEMENTARY EDUCATION

Students preparing to teach in elementary and middle schools will follow the sequence of required education courses listed below. Required courses cannot be taken Credit-No Credit.

FIRST SEMESTER		CREDIT	SECOND SEMESTER		CREDIT
Freshman					
None			None		
Sophomore					
Ed. 201	Human Development and Learning I	4	Ed. 202	Human Development and Learning II	4
			Ed. 242	Principles and Curriculum of Elementary and Middle School	2
			(Application for Teacher Education due April 11)		
Junior					
Ed. 345	Methods and Content in Elementary and Middle School I (emphasis on math)	4	Ed. 342	Children's Literature in the Elementary and Middle School	2
			Ed. 346	Methods and Content in Elementary and Middle School II (emphasis on reading and language arts)	4
			Ed. 348	Professional Practicum	2
			(Application for Student Teaching due March 14)		
Senior					
	Professional Block		Ed. 340	Teaching Reading in the Middle and Secondary School	4
Ed. 333	Educational Psychology	2	Ed. 490	Senior Project	2-8
Ed. 401	History and Philosophy of Education	2			
Ed. 443	Observation and Directed Teaching	8			
Ed. 447	Methods and Content in Elementary and Middle School III (emphasis on science)	2			
Ed. 448	Methods and Content in Elementary and Middle School IV (emphasis on Social Studies)	2			
NO OTHER COURSES PERMITTED					

A student interested in pursuing a course of study leading to certification should contact a faculty member in the Department of Education early in the freshman year. A *Guide to Teacher Education*, available in the Education Department Office, gives a full description of all programs.

In order to meet certification requirements, a student must complete the following courses, in addition to the professional education courses: Art 340, Mathematics 225, 226 (must be completed by the end of the sophomore year); Music 101, 340; Physical Education 227, 481; General Science 202; six additional hours of

science (both biological and physical) selected from a variety of approved courses; History 201, 202, 225; Economics 200; Psychology 100. A course in literature must also be selected. Many of the courses above will satisfy the distribution requirements of the College. (See Page 48.) A specialization may be added for grades 4-8. See the *Guide* for requirements.

Each student is responsible for planning a program to meet the specific requirements for certification. The program should be planned in consultation with the Education Department.

SECONDARY EDUCATION

Students preparing to teach in junior and senior high schools are expected to follow the sequence of required education courses listed below. General distribution and other requirements for graduation, and the student's field of concentration, must be added. The required education courses cannot be taken Credit-No Credit.

FIRST SEMESTER		CREDIT	SECOND SEMESTER		CREDIT
Freshman			None		
Psych. 100	General Psychology (prerequisite for Ed. 333)	4			
Sophomore			Ed. 202	Human Development and Learning II	4
None			Ed. 249	Participation in Secondary Schools	2
			(Copy of current semester schedule to Ed. Dept. by Feb. 6) (Application for Teacher Education due April 11)		
Junior			Ed. 340	Teaching Reading in the Middle and Secondary Schools	4
None			Ed. 480	(or other) 480 Methods and Materials in Teaching*	2-4
			Meetings scheduled by Ed. Dept. as needed (Application for Student Teaching due March 14)		
Senior					
Professional Block					
Ed. 333	Educational Psychology	2			
Ed. 401	History and Philosophy of Education	2			
Ed. 428	Principles and Techniques of Secondary Education	4			
Ed. 475	Observation and Directed Teaching in Secondary Education	8			

*Some departments offer these courses only first semester or in alternate years.

Students preparing to teach at the secondary level should discuss their programs with the Chairman of the Education Department, as well as the person responsible for the Teacher Education Program in the major field. A second teaching field is required in most areas. *A Guide to Teacher Education* gives the full description of all programs leading to certification in West Virginia. The *Guide* is available in the Education Department.

Students preparing for a career in teaching at the secondary level must have completed the following: a course in Mathematics or the completion of three and one-half years of mathematics in high school; a course in literature (a course in literature of a foreign language may be counted); and a course in Fine Arts (Art, Music, Theatre, or Fine Arts). The courses above may be selected to satisfy the distribution requirements of the College. (See Page 48).

Each student is responsible for planning a program to meet certification. This program must be approved by the head of the Education Department and the head of the Department in each subject field within which he or she is preparing to teach.

ADMISSION TO TEACHER EDUCATION

Students interested in preparing to teach are urged to consult a member of the Education Department individually as soon as possible for counseling with respect to prospects for employment in various teaching fields, course requirements, and state certification requirements.

During the second semester of the sophomore year, written application for admission to the elementary or secondary teacher education program should be submitted to the Education Department on forms obtained from the department. Students applying for elementary education must have been enrolled in Education 201, 202, and 242. Students applying for secondary education must have been enrolled in Education 202 and 249.

Applications are appraised by the Teacher Education Committee with respect to academic achievement, emotional and physical fitness, personality traits, and other factors the committee considers essential to a teaching career. The committee may: (1) recommend full or conditional approval; (2) suggest programs to overcome certain deficiencies, or, in some cases, (3) recommend that the student not prepare for teaching. A complete description of the procedures may be found in the *Guide*.

A "C" average must be attained in all academic work and in all professional education courses for admission. All committee recommendations for approval are based on this condition.

The committee may review a student's qualifications at any time and issue appropriate recommendations. The general qualifications of all students are reviewed at the time they apply for student teaching. Forms, procedures and dates may be found in *The Guide*.



PROFESSIONAL BLOCK

Each student in teacher education takes a designated group of professional courses, including student teaching, during the *first* semester of the senior year. This is known as the Professional Block. Requirements for admission to the block are as follows:

Prerequisites — Admission to teacher education and for Elementary Education: Psychology 100 and Education 201, 202, 242, 345, 346, and 348; for Secondary Education: Psychology 100, Education 202, 249, 480, and adequate background for student teaching in one or more subject fields as approved by the academic department(s) concerned. Prerequisites cannot be deferred until after the Professional Block or taken at another institution without *written* permission from the Education Department.

Scholarship Requirements — By West Virginia state law, a student in Elementary Education must have not less than a “C” average in all college work and a “C” average in professional (education) courses taken prior to the time he or she is admitted to the block; a student in Secondary Education must have not less than a “C” average in all college work, a “C” average in his or her field(s) of specialization, and a “C” average in professional (education) courses, including methods courses offered by other departments, taken prior to the block.

Application for Student Teaching — Students are required to make application for student teaching during the second semester of the junior year, on forms provided by the Education Department. This application requests the recommendation of the student’s senior Education Department advisor, if Elementary, or the academic department head or advisor, if Secondary, and requires the approval of

the head of the Education Department. Applications cannot be approved for students not previously admitted to teacher education. Forms, procedures and dates may be found in *The Guide*.

Competency-based Professional Block — Student teaching is conducted for the entire first semester of the senior year in area schools or off-campus centers. Related course work is integrated with student teaching to provide direct application to field experience. Students assigned to off-campus centers may need to live in the community where the center is located. The College will assist in locating housing if desired, and with other details of the arrangement.

Students are not permitted to schedule courses in conflict with the block during the semester they are enrolled in it, or carry extra-curricular activities which interfere with the requirements imposed by the block. Arrangements can usually be made for practice and participation in varsity sports. Any exceptions to the above must be approved by the head of the departments concerned and by the Dean of the Faculty. Students should *not* register for other than the prescribed Professional Block courses without written permission from the Education Department.



CERTIFICATION

Near the end of the senior year, each student should initiate application procedures for certification in the state where he or she expects to teach.

Applications require the recommendation of the head of the Education Department. To be recommended, a student must meet — in addition to certification requirements of the state for which he or she is applying — the following qualifications: (1) successful student teaching experience; (2) completion of an approved teacher education program; (3) completion of the undergraduate or graduate program examinations (including both the field and education tests for secondary) during the senior year, as arranged by the Education Department; (4) eligibility for graduation; and (5) evidence of personal traits and character conducive to success as a teacher.

Ed. 201 Human Development and Learning I

4 hours

Individual and group development from infancy to adolescence. Observation and first hand contacts with children are included. Educational programs are considered in terms of the total child development. *Freshmen not admitted.*

Ed. 202 Human Development and Learning II

4 hours

Individual and group development from adolescence through the young adult periods. Applications are made in relation to learning theory, self understanding, and preparation for working with young people. *Freshmen not admitted.*

Ed. 220 Educational Alternatives and American Youth

2-4 hours

The study of educational alternatives, placing particular focus on learning about the self within the given curriculum structure: e.g., specifically, a more personalized consideration of various educational experiences on the young person coming of age in America today.

Ed. 240 Exploring Education

2 hours

Overview of teaching and other careers in education at all levels. Program planning. Discussion of current problems and issues, including freedom to teach, racism, educating the disadvantaged, what schools should or should not teach, and accountability for results. Field trips to exemplary schools.

Ed. 242 Principles and Curriculum of Elementary and Middle School

2 hours

Introductory course in which students explore the goals of education and their implementation; the role of the teacher and professional concerns while applying the concepts of human development.

Ed. 249 Participation in Secondary Schools

2 hours

Regularly scheduled observation and limited teaching activities in secondary schools. Seminars for direction and evaluation of observation experiences and study of related problems.

Ed. 275 Student Development in Higher Education

2 hours

Study of the philosophy of higher education and the development of the individual student within the college environment. Emphasis is placed upon personal growth, communication skills, group dynamics, and residence hall programming. Didactic and experiential learning in the areas of personal, academic, and vocational counseling is included. (May be taken for credit as Psychology 275). *Enrollment limited to Resident Advisors.*



Ed. 328 Human Sexuality 2 hours
(See Psychology 328.)

Ed. 333 Educational Psychology 2 hours
(See Psychology 333.)

Ed. 340 Teaching Reading in the Middle and Secondary School 4 hours

This course will focus on diagnostic and prescriptive teaching techniques. Both the corrective techniques for the remedial reader and the higher order cognitive skills will be included. In addition to classwork this course includes two hours weekly of tutoring of middle school, secondary, or college students who have been recommended by their advisors for help in reading. (May be taken for credit as English 482.)

Ed. 342 Children's Literature in the Elementary and Middle School 2 hours

Includes background of the history of literature for children; familiarity with established and current literature in this area; critical analysis skills; methods and techniques of using literature; work with children.

Ed. 343 Literature and Adolescence 2 hours
(See English 290.)

Ed. 344 Teaching Skills Laboratory Non-credit
Study and practice of specific teaching skills related to the technical and media areas of education. Students must complete the required work prior to student teaching. Information related to the course work is available from the Education Department office. Elementary and secondary.

Ed. 345 Methods and Content in Elementary and Middle School I: Mathematics 4 hours

Practical application of arithmetical skills, including the understanding of fundamental processes; comparison of different philosophies in teaching arithmetic; the elements of modern math; and the theoretical and practical application of the metric system at all levels of the curriculum. Classroom experience in public schools. *Prerequisite: Math. 225 or permission of the instructor.*

Ed. 346 Methods and Content in Elementary and Middle School II: Language Arts 4 hours

Emphasis on teaching the skills of reading, listening, speaking, and writing as they relate to the total curriculum. Emphasis on teaching of reading and the integration of the related areas in language arts. Students are expected to demonstrate competence in appropriate audio-visual aids. Classroom experience in public schools.

Ed. 348 Professional Practicum 2 hours

Preparation of the prospective elementary student teacher for a professional role as observer and participant in the classroom. Regularly scheduled observation and limited teaching activities in elementary schools.

Ed. 350 Reading: Diagnosis and Prescription 2 hours

This is a methods course which deals with reading disability at the secondary level. Format will include diagnosis of specific problems and their origins as well as prescription for correction and remediation. Those enrolled in the course will participate in laboratory situations to tutor disabled readers. *Prerequisite: Ed. 340.*

Ed. 365 Audio-Visual Education 2 hours

Emphasis on basic media equipment operation and production techniques common to classroom instruction, communications, and business. Includes class and individual projects to acquaint students with the media field, and a self instructional lab for equipment skill development. (May be taken for credit as Communications 365.)

Ed. 401 History and Philosophy of Education 2 hours

Development of modern education in social, historical, and philosophical perspective, emphasizing backgrounds of present practices, current problems, and issues. Current practice is analyzed in terms of philosophic rationale and applications are made to the school situation.

**Ed. 428 Principles and Techniques of
Secondary Education**

4 hours

Aims, functions, and curriculum organization of middle, junior high, and senior high schools. Basic strategies, materials, and techniques, including evaluation applicable to teaching, are integrated with a full semester of student teaching in schools. Certification and employment procedures, professional practices, and continuing education are also considered.

**Ed. 443 Observation and Directed
Teaching in Elementary Education**

8 hours

Observation and full-time student teaching from September until Christmas to include a minimum of 200 clock hours of direct teaching. Concurrent enrollment in Ed. 333, 401, and 447. *Prerequisites: See Professional Block.*

**Ed. 447 Methods and Content in
Elementary and Middle School III:
Science**

2 hours

Understanding of the concepts of the social studies and sciences approached through various methods, including unit study, inquiry, experimentation, and the process approach. Practical application in school situation.

**Ed. 448 Methods and Content in
Elementary and Middle School IV:
Social Studies**

2 hours

Understanding of the concepts of social studies approached through various methods, including unit study, inquiry experimentation, and the process approach. Practical application in school situations.

**Ed. 452 Education of Exceptional
Children Emphasizing
Learning Disabilities**

2 or 4 hours

Identifying exceptional children, especially with learning disabilities, understanding their situation and behavior, working with them as learners and group members, and directing their handling of themselves as members of society. Seminar discussions, readings, and application of integrated knowledge in work with children. Those taking the course for full credit will com-

plete a practicum during which they work in one of several area school programs for exceptional children. The most meaningful practicums result when a student has made prior arrangements for time blocks for and transportation to specific education classrooms. This may be done during the previous January or earlier by the student in consultation with the instructor. *Prerequisite: Ed. 443 or 475 or permission of the instructor.*

Ed. 460-470 Special Topics

2-4 hours

**Ed. 475 Observation and Directed
Teaching in Secondary Education**

8 hours

Directed full-semester observation and student teaching in secondary schools with partial assignments in lower schools if appropriate; to include weekly student teaching seminars and a minimum of 150 clock hours actual teaching. Students must make application for student teaching prior to advance registration. Other courses or activities which might interfere with student teaching are not permitted. Concurrent enrollment in Ed. 333, 401, and 428. *Prerequisites: See Professional Block.*

**Ed. 480 Methods and Materials
in Teaching**

2 or 4 hours

See courses numbered 480 offered by Art, Biology, Chemistry, English, Foreign Languages, General Science, Mathematics, Music, Physical Education, Physics, Psychology, Social Sciences, and Theatre. Also see auxiliary methods courses, i.e. Art 340, Music 340-341, and Physical Education 280, required in some programs. May include observation and participation in secondary schools. Experiences in production and utilization of appropriate audio-visual materials and equipment.

**Ed. 484 Methods of Teaching English as
a Foreign Language**

2 hours

(See English 484.)

Ed. 487-488 Independent Study

2 or 4 hours

Ed. 490 Senior Project

2-8 hours



English

Helen Louise McGuffie, *Department Head*
(On leave, Second Semester, 1979-80.)

John R. Taylor

Larry E. Grimes

David J. Judy

Anthony L. Mitch

Robyn R. Cole

AIMS

To help students to develop and maintain the ability to write clear and effective English; to guide them toward an increased understanding and critical appreciation of their literary heritage; to help prepare them for graduate and professional study. In addition, the department provides programs that prepare students for certification as teachers of English and Language Arts.

REQUIREMENTS FOR FIELD OF CONCENTRATION

1. Concentration in English requires a minimum of 32 hours in the department, exclusive of the Senior Project. The following courses are required: 140 or 150, 325-326, 330, 341-342, 477, 478. Students should also elect at least one Seminar in British Literature (courses numbered 420-429), and at least one Seminar in American Literature (courses numbered 450-459). These seminars, together with other advanced courses or independent study, will extend the student's knowledge of one or two areas of literature, provide background for the Senior Project, and help to prepare for future study or a career. Thus, the program of a student preparing for the law or

another profession will be different from that of a student preparing for graduate study in English or for secondary school teaching.

2. At least 12 hours in another department must be included in the field of concentration. These courses may be related to the student's special interests or vocational plans.
3. Students planning to attend graduate or professional schools should prepare to meet foreign language reading requirements.
4. Each student must take the Comprehensive Examination in English. The examination has three parts: the Undergraduate Record Examination in Literature, an essay examination, and an oral examination.
5. Students are not accepted for concentration in English later than the beginning of their fifth semester unless they have completed English 140 (or 150) and either English 325-326 or English 341-342.
6. Students concentrating in English are expected to attain a minimum grade of C in all courses in the department.
7. Only students who have completed the following courses or their equivalents will be recommended for certification to teach English in secondary school: Eng. 140, 210, 325-326, 341-342, 370, 375; Comm. 335, Th. 220, Eng. 290 or Ed. 343, Eng. 480 or Ed. 480; two courses from Eng. 100, 125, 150, 200, 213, 217, 490, or Th. 202; two courses from Eng. 261, 262, 263, 264, 280-289, 330, 350, 420-429, 440-449, 450-459, 477, or Eng./Th. 270, 273, 274, or Th. 401-410; one course from Eng./F.L. 240, 251, 252, 257, 258. A second teaching field also is required. Students interested in teaching should consult the Education Department listings for required courses in Professional Education.

WRITING PROFICIENCY PROGRAM

The Writing Proficiency Program is administered by the department. Students should complete the program and meet the writing proficiency requirement for graduation before the beginning of the senior year. Details of the requirement may be found on page 00.

Writing Tests must be taken in sequence and are given according to the following schedule:

September	Diagnostic Test: All transfer and readmitted students
December	Writing Qualification Test: Freshmen
February	Diagnostic Test: All transfer and readmitted students
April	Writing Qualification Test: Sophomores and Juniors

The following courses may be taken in partial fulfillment of the writing proficiency requirement or to prepare for the Writing Qualification Tests: Eng. 100, 120, 125, 140, 150, 200, 205, 210, 213, 351. Each of these courses is described below.



Eng. 100 College Composition 2 hours

Training and practice in writing clear and effective expository prose. Each student writes at least seven essays using traditional rhetorical principles. Also includes instruction in methods of library research. (May not be taken on a credit-no credit basis.)

Eng. 120 Expository Writing Non-credit

Training and practice in writing clear and effective expository prose with emphasis upon the needs of individual students. *Required of all students whose performance on the third (Junior) Writing Qualification Test is not satisfactory.*

Eng. 125 Expository Writing Workshop 2 hours

Training and practice in writing clear and effective expository prose. After an initial diagnosis, an individual program is designed for each student. Offered as a substitute for English 100 and an alternative to English 120. (May not be taken on a credit-no credit basis.)

Eng. 140 Introduction to Literature 4 hours

Introduction to the study of poetry, drama, and fiction. Emphasis is on the development of techniques for the analysis and evaluation of poetry, drama, and fiction and on the writing of literary essays. *Open to all students. Required for concentration in English.*

Eng. 145 Introduction to Dramatic Literature 4 hours

(See Theatre 145.)

Eng. 150 Honors Freshman English 4 hours

A course for freshmen of superior ability and accomplishment. Introduction to the principles of critical reading and writing and to the analysis and evaluation of poetry, drama, and fiction. Intensive practice in expository and imaginative writing with emphasis upon the achievement of clarity and accuracy. *May be substituted for Eng. 140 to fulfill requirement for concentration in English and prerequisites for English courses. Enrollment by invitation only.*

Eng. 200 Research Paper Writing 2 hours

Introduction to the writing of library research papers. Instruction in topic selection, library resources, the research process,

the rhetoric of research paper writing, documentation, and the mechanics of format. Each student writes at least two research papers. *Prerequisite: English 100 or its equivalent.*

Eng. 205 Writing for Business and Industry 2 hours

Writing formal and informal reports, summaries, business letters, job descriptions, applications and resumes. Each student will complete approximately 10 writing assignments. *Prerequisite: English 100 or demonstrated competence in expository writing.*

Eng. 210 Creative Writing 2 hours

Training and practice in the creative aspects of expository and imaginative writing. Students write essays, sketches, short fiction, poems, and dramatic scenes. *Prerequisite: English 100 or its equivalent. Required for students preparing to teach secondary school English. Enrollment limited to 15 students with preference given to Juniors and Seniors.*

Eng. 213 Advanced Expository Writing 2 hours

Intensive practice in writing expository prose with emphasis upon the achievement of literary excellence. Enrollment limited to 15 students with preference given to juniors and seniors. *Prerequisite: English 100 or its equivalent.*

Eng. 217 Imaginative Writing 2 hours

Intensive practice in writing fiction, poetry, or plays with emphasis upon the achievement of literary excellence. Individual assignments and frequent conferences. *Enrollment limited to 12 students with preference given to Juniors and Seniors. Prerequisites: Eng. 140 or 210 and permission of the instructor. (May be taken for credit as Theatre 202.)*

Eng. 240 Myths and Legends 2 hours

Study of classical, European, and British myths and legends and their use in western literature. Some attention to non-Western myths.

Eng. 251 Classical Literature 2 hours

Study of the literary masterpieces of ancient Greece and Rome. Emphasis is on the epic and dramatic works of the period. Works are read in modern English translations. (May be taken for credit as Foreign Language 251.)

Eng. 252 Medieval Literature 2 hours

Study of the literary masterpieces of medieval Europe. Emphasis is on the epics, romances, and plays of the period. Works are read in modern English translations. (May be taken for credit as Foreign Language 252.)

Eng. 255-256 Great Plays 2 hours each

Study of masterpieces of the drama in Europe from the beginnings to the present. Plays are read in modern English translations. (May be taken for credit as Foreign Language 255-256 or Theatre 255-256.)

Eng. 257-258 Great Novels 2 hours each

Study of masterpieces of the novel in Europe from the beginnings to the present. Novels are read in modern English translations. (May be taken for credit as Foreign Language 257-258.)

Eng. 261-262 British Novel 2 hours each

Development of the British novel from the 18th century to the present. 261: Defoe through Dickens. 262: Hardy to the present.

Eng. 263-264 American Novel 2 hours each

Development of the American novel from the 19th century to the present. 263: Beginnings through World War I. 264: 1920s to the present.

Eng. 270 Shakespeare 4 hours

Rapid reading of the major plays with emphasis upon Shakespeare's themes, motifs, language, and characterization. (May be taken for credit as Theatre 270.)

Eng. 273 British Drama to 1901 2 hours

Development of drama in the British Isles from the Middle Ages through the Victorian period. (May be taken for credit as Theatre 273.)

Eng. 274 British and American Drama in the Twentieth Century 2 hours

Development of British and American drama since the beginning of the twentieth century. (May be taken for credit as Theatre 274.)

Eng. 280-289 Colloquium in Literature 2 or 4 hours each

Courses for the discussion of special topics in literature. *Enrollment in each course limited to 20 students.*

Eng. 282 Women Poets 2 or 4 hours

Study of poetry written by women in Europe, England and America, beginning with the work of Sappho and concluding with poets of the present century. Emphasis will be placed on the work of 19th and 20th century poets.

Eng. 284 Introduction to Film 4 hours

In this course, students will study the film as a technical artifact, an art object, a mirror of society, and a moral statement. They will see twelve classic films such as Chaplin's *City Lights*, Resnais's *Hiroshima Mon Amour*, Bergman's *Virgin Spring*, and Hitchcock's *Psycho*.

Eng. 285 Meditative Poetry 4 hours

Study of the poetry of Donne, Blake, Hopkins, Eliot, Ginsberg, and others. Special emphasis will be placed on the relation of their poetry to both Western and Eastern meditation and mysticism. (May be taken for credit as R.S. 285.)

Eng. 286 Cosmic Warfare 4 hours

Study of some presentations of the struggle between good and evil in epics of the past and in modern novels. Reading will include *Beowulf*, *Paradise Lost*, and selections from the work of C.S. Lewis, J.R.R. Tolkien, and Charles Williams. (May be taken for credit as R.S. 286.)

Eng. 290 Literature and Adolescence 2 hours

Study of important works about or of special interest to young people of junior high school through high school age. Techniques of presenting the works are considered. Readings are primarily in short stories and novels. Required for students preparing to teach secondary school English. (May be taken for credit as Ed. 343.)

Eng. 325-326 British Literature

4 hours each

Development of British literature from the beginning through the Victorian Period. First semester: from *Beowulf* through Milton. Second semester: from the Restoration to the end of the 19th century. *Prerequisite: Eng. 140. Required for concentration in English.*

Eng. 330 Twentieth Century British Literature

2 hours

Study of the works of important British writers during the present century. *Prerequisite: Eng. 140. Required for concentration in English.*

Eng. 341-342 American Literature

4 hours each

Development of American literature from the Colonial Period to the present with emphasis upon the writers of the 19th and 20th centuries. *Prerequisite: Eng. 140. Required for concentration in English.*

Eng. 351 Literary Criticism

4 hours

Study of the history of literary criticism, literary theory, and applied approaches to literary criticism. Special emphasis will be placed on the preparation of essays which apply various theories and demonstrate various critical points of view.

Eng. 370 Development of Modern English

4 hours

History of the English language from Anglo-Saxon to modern English with emphasis upon the structure and vocabulary of the latter. *Not open to Freshmen. Required for students preparing to teach secondary school English.*

Eng. 375 English Grammar

2 hours

The description and analysis of the grammar of the English language. Various grammatical systems are considered, such as the traditional, the structural, and the transformational-generative. *Required for students preparing to teach secondary school English.*

Eng. 420-429 Seminar in Major Authors

2 hours each

Advanced study of one or more major British, American, or European authors. *Prerequisite: previous study of the author or authors in a survey course. Enrollment in each course limited to 12 students.*

Eng. 440-449 Seminar in British Literature

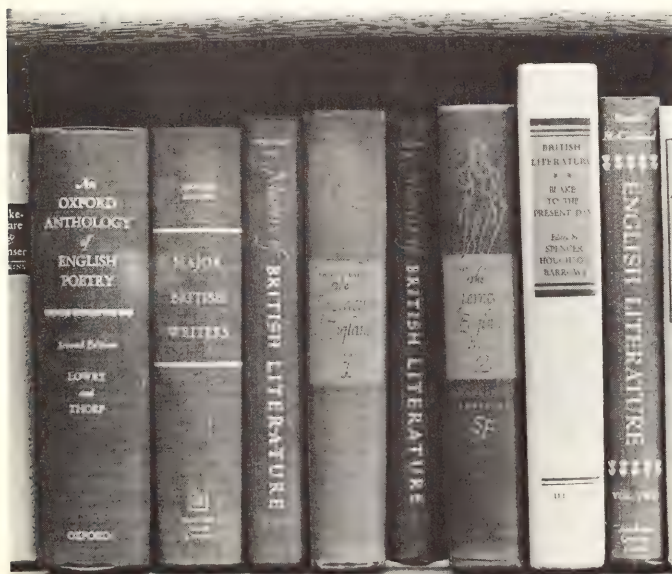
2 or 4 hours each

Advanced study of a period, movement, or tradition in British literature. *Prerequisite: previous study of the period, movement, or tradition in a survey course. Enrollment in each course limited to 12 students.*

Eng. 444 Age of Johnson

4 hours

Study of the major prose, poetry, and drama of the mid-eighteenth century with emphasis upon the work of Samuel Johnson and the members of his circle, including Boswell, Goldsmith, and others.



Eng. 445 Romantic Poets 4 hours
Close examination of the work of Wordsworth, Coleridge, Keats, Shelley, Byron and some of their contemporaries.

Eng. 450-459 Seminar in American Literature 2 or 4 hours each
Advanced study of a period, movement, or tradition in American literature. *Prerequisite: previous study of the period, movement, or tradition in a survey course. Enrollment in each course limited to 12 students.*

Eng. 456 Regionalism and Local Color 2 hours
Study of the Regionalist and Local Color writers of the late nineteenth century. Emphasis is on the fiction, especially short stories and sketches, of Kate Chopin, Sarah Orne Jewett, Bret Harte, and Hamlin Garland.

Eng. 457 Hawthorne, James, and Faulkner 4 hours
A study of critical and fictional works of Hawthorne, James, and Faulkner. Emphasis is on ideas, themes, and techniques.

Eng. 477 Senior Seminar 2 hours
Reading and research designed to help students review and organize their knowledge of literature. *Prerequisites: English 140 or 150, 325-326, 330, 341-342.*

Eng. 478 Directed Reading 2 hours
Independent reading to broaden the student's understanding of specific areas of literature. Offered only on a credit-no credit basis. *Enrollment limited to junior and senior English majors.*

Eng. 480 Methods of Teaching English 2 hours
Teaching of high school composition and literature. Literary analysis, systems of grammar, and reading improvement. (May be taken for credit as Education 480.)

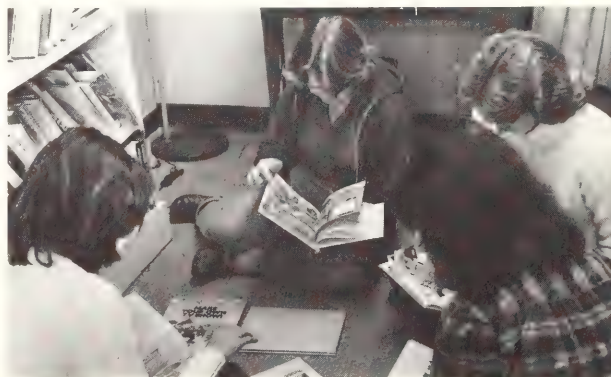
Eng. 482 Teaching Reading in the Middle and Secondary School 2 hours
(See Education 340.)

Eng. 484 Methods of Teaching English as a Foreign Language 2 hours

Directed study of techniques for teaching English vocabulary, spelling, and grammar to native speakers of other languages. Practical experience through tutoring. (May be taken for credit as Education 484.) *Offered upon request.*

Eng. 487-488 Independent Study 2 or 4 hours each
Individual study in any area of English for which the student is qualified. Independent study is offered only in areas not included in other courses in the department. *Prerequisites: Adequate preparation to undertake the study as determined by the instructor; permission of the head of the department.*

Eng. 490 Senior Project 2 or 4 hours
Generally consists of a major critical paper on a topic developed from at least one of the student's elective courses in the department. During the junior year, the student should determine an area of interest and make a preliminary investigation of it after consulting with his or her mentor (the faculty member best qualified to assist in the project). Reading and research should continue during the student's senior year, and much of the final semester should be devoted to preparation of the paper. Sometimes, the project may take other forms. Students wishing to undertake an unusual project must consult with the head of the department no later than the beginning of the fourth semester. Credit for the senior project is not included in the total number of hours required for concentration in English.



Fine Arts

John R. Taylor, *Department Head*

AIMS

The Fine Arts Department is not a separate faculty; it draws upon the faculties and curricula of the Department of Art, Communications, Music, Philosophy, and Theatre. Its aims are to give expression to the aesthetic unity of the various forms and modes of art, and to permit students to pursue a non-professional interest in these fields.

REQUIREMENTS FOR FIELD OF CONCENTRATION

All students concentrating in Fine Arts must take Fine Arts 201-202; Art 200; Theatre 275, 276, 277, or 278; Music 101 or 111; Philosophy 368; Fine Arts 477; and a Senior Project. In addition, at least six courses must be elected from at least two of the following categories, with an emphasis (four courses) in one of the categories.

1. Art: advanced art studio and art history courses
2. Music: music theory and music literature courses
3. Communications: basic speech courses
4. Theatre: advanced theatre courses

Students electing this field of concentration would normally be expected to participate in performance and practice activities provided through extracurricular programs, especially in their area of emphasis.

Students primarily interested in art or music should also consult the sections of this catalog dealing with fields of concentration in those departments.

F.A. 201-202 Introduction to the Arts 4 hours each
Introduction to the elements of the graphic and plastic arts and music and to the organization of these elements in works of art through the examination of representative master works of western art from all ages. Consideration is also given to aesthetic functions and values. The sequence is chronological, the first semester extending to the mid-18th century, the second, from that point to the present.

F.A. 416 The Lyric Stage 2 hours
This course is designed to introduce the general student to operatic techniques and conventions. The principle emphasis will be on the ways in which music enhances dramatic elements in operas of Mozart and Verdi. No technical knowledge of music is required.

F.A. 477 Seminar 2 hours
Review of the fine arts area concentrating upon the student's field of emphasis, largely in preparation for the senior comprehensive examination. Required of all seniors in the fine arts field.

F.A. 487-488 Independent Study 2-4 hours

F.A. 490 Senior Project 2 hours
Independent, student-initiated project which may be either research or creative work.

Foreign Languages

Leonora B. Cayard, *Department Head*

Pauline R. Nelson

Humberto Risso

Marjorie T. Carty

AIMS

To familiarize students with the language and literature of the French, German, and Spanish speaking peoples; to help students understand a culture other than their own; and to assist students in preparing for careers requiring foreign language skills. The program also provides students interested in research with a reading knowledge of a foreign language, and it helps travelers to foreign countries acquire basic conversation skills.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN FRENCH, GERMAN, OR SPANISH

A minimum of 24 hours in the target language (not including French 101-102, German 101-102, or Spanish 101-102) plus Foreign Language 425, and a Senior Project.

A working knowledge of a foreign language other than the one chosen as the field of concentration is recommended. Every student is required to spend a minimum of one semester studying in a country where his or her major foreign language is spoken. Students expecting to teach a foreign language must complete Foreign Language 480 and the appropriate civilization and survey of literature courses.



Foreign Language majors should consider a strong second field in an area related to career goals.

Only students who have completed the following courses or their equivalents will be recommended for state certification to teach French, German or Spanish in secondary school. French — major: Fr. 101, 102, 200, either 300 or 301, 313, either 351 or 352, F. L. 425, 480 and any other four hours in French. Second field: Fr. 101, 102, 200, either 300 or 301, either 351 or 352, F. L. 480 and any other four hours of French. German — major: Ger. 101, 102, 200, either 300 or 301, 312, 350, F. L. 425, 480 and any other four hours in German. Second field: Ger. 101, 102, 200, either 300 or 301, 350. F. L. 480 and any other four hours of German. Spanish — major: Sp. 101, 102, 200, either 300 or 301, 351 or 352, 310 or 311, F. L. 425, 480 and any other six hours of Spanish. Second field: Sp. 101, 102, 200, either 300 or 301, 351 or 352, F. L. 480 and any other four hours in Spanish. See the Education Department listings for required Professional Education courses. A second teaching field is required.

FRENCH

Fr. 101 Basic French I 4 hours
Fundamentals of grammar, pronunciation, and composition. Emphasis on audio-oral approach to develop basic skills of comprehension, speaking, writing, and reading. One hour of lab per week in addition to four hours of classroom work./Intended primarily for students who have no acquaintance with the language.

Fr. 102 Basic French II 4 hours
Continuation of French 101. *Prerequisite: Fr. 101 or equivalent.*

Fr. 200 Intermediate French 4 hours
Continuation of Fr. 102, with an introduction to culture and literature. One hour of lab per week in addition to four hours of classroom work. *Prerequisite: Fr. 102 or equivalent.*

**Fr. 300 Conversation and Composition:
The Living Language** 4 hours
French and American life styles are compared through discussions, skits, and compositions designed to improve the student's communication skills in French. Topics center around school, home life, and interpersonal relationships. A feature of this course is participation in the weekly meeting of the French Club at the dinner hour. *Prerequisite: Fr. 200 or equivalent.*

**Fr. 301 Conversation and Composition:
Modern France** 4 hours
While improving skills of spoken and written communications in French, the student becomes acquainted with the nature and concerns of modern France. A feature of this course is participation in the weekly meeting of the French Club at the dinner hour. *Prerequisite: Fr. 200 or equivalent.*

Fr. 313 French Civilization 4 hours
Introduction to France and its culture, with special attention to its history, literature, theatre, art, and music. Readings and discussions in English.

Fr. 351 Survey of French Literature I 4 hours
Survey of French literature from the earliest periods to the end of the 18th century. Readings in French from an anthology and certain reference works. Conducted in French. *Prerequisite: Fr. 200 or equivalent.*

Fr. 352 Survey of French Literature II 4 hours
Survey of French literature of the 19th and 20th centuries. Introduction to *explication de texte* techniques. Readings in French from an anthology and certain reference works. Conducted in French. *Prerequisite: Fr. 200 or equivalent.*

Fr. 400 Advanced French Grammar 2 hours

To facilitate correctness in writing and speaking the grammatical structure of the French language is examined. *Prerequisite: Fr. 200 or equivalent.*

Literary Studies

Seminars highlighting major literary movements and genres from France's past and present.

Fr. 411 19th Century Novel 2 hours

French romanticism, realism, and naturalism are examined through the works of such novelists as Hugo, Stendhal, Flaubert, Balzac, and Zola. Conducted in French. *Prerequisite: A good reading knowledge of French. Fr. 351 or 352 is recommended.*

Fr. 412 Contemporary Novel 2 hours

Study of the development of 20th century French fiction, from Proust and Gide to the New Novel. Conducted in French. *Prerequisite: A good reading knowledge of French. Fr. 351 or 352 is recommended.*

Fr. 413 Philosophers of the French Enlightenment 2 hours

Examination of representative works by major 18th century French thinkers, including Montesquieu, Voltaire, Diderot, and Rousseau. Conducted in French. *Prerequisite: A good reading knowledge of French. Fr. 351 or 352 is recommended.*

Fr. 414 French Existentialism in Literature 2 hours

Study of France's existentialists, including Sartre, Camus, and de Beauvoir. Conducted in French. *Prerequisite: A good reading knowledge of French. Fr. 351 or 352 is recommended.*

Fr. 415 17th Century Classical Theatre 2 hours

Study of the great classical dramatists of France: Corneille, Moliere, and Racine. Conducted in French. *Prerequisite: A good reading knowledge of French. Fr. 351 or 352 recommended.*

Fr. 416 Poetry: From Romanticism to Surrealism 2 hours

Analysis of 19th and early 20th century French poetry, including the works of Lamartine, Hugo, Gautier, Baudelaire, Rimbaud, Apollinaire, Breton, and others. Conducted in French. *Prerequisite: A good reading knowledge of French. Fr. 351 or 352 is recommended.*

Fr. 487-488 Independent Study 2 or 4 hours each**Fr. 490 Senior Project 2-8 hours**

GERMAN

Ger. 101 Basic German I 4 hours

Fundamental pronunciation, grammar, and reading. Emphasis on audio-oral approach to develop basic skills of comprehension, speaking, reading, and writing. One hour of lab work plus four hours of classroom work per week. Primarily for students who have no acquaintance with the language. *Offered each fall semester.*

Ger. 102 Basic German II 4 hours

Continuation of German 101. *Prerequisite: Ger. 101 or equivalent.*

Ger. 200 Intermediate German 4 hours

Grammar review, reading, speaking, writing. Introduction to contemporary German writers. One hour of lab work in addition to four hours of classroom work per week. *Prerequisite: Ger. 101-102 or equivalent.*

Ger. 300 Conversation and Composition I 4 hours

Discussion of life in Germany. Designed to improve communication skills. Brief oral and written reports. A feature of this course is participation in the weekly meeting of the German Club at the dinner hour. *Prerequisite: Ger. 200 or equivalent.*

Ger. 301 Conversation and Composition II 4 hours

While improving skills of spoken and written communication in German, the student will discuss contemporary problems. Much of the material discussed will be taken from current newspapers and magazines. A feature of this course is participation in the weekly meeting of the German Club at the dinner hour. *Prerequisite: Ger. 200 or equivalent.*

Ger. 302 German Business Correspondence 2 hours

Designed to prepare students for possible employment in German-American firms through the development of skills in business letter writing and familiarization with German technical terms in business and banking. *Prerequisite: Ger. 200 or equivalent.*

Ger. 306 Modern German Short Stories 2 hours

Selected stories by Kafka, Brecht, and Böll are read and discussed in German. *Prerequisite: Ger. 200 or equivalent.*

Ger. 308 Modern German Dramas 2 hours

Plays by modern authors, including Brecht and Dürrenmatt, are read and discussed in German. *Prerequisite: Ger. 200 or equivalent.*

Ger. 312 German Civilization 4 hours

Designed to acquaint the student with the history, culture, and people of the German speaking countries, the two Germanies, Switzerland, and Austria. Conducted in English.

Ger. 350 Survey of German Literature 4 hours

Great authors and works of German literature from the beginnings to the present. Readings in German from an anthology. Conducted in German. *Prerequisite: Ger. 200.*

Ger. 413 German Literature in the 20th Century 4 hours

Introduction to some of the chief authors, works, and literary movements of the 20th century. Readings (in German) include representative works by Mann, Kafka, Hesse, Grass, and Böll. *Prerequisite: A good reading knowledge of German. Ger. 350 is recommended.*

Ger. 487-488 Independent Study 2 or 4 hours each

Ger. 490 Senior Project 2-8 hours

SPANISH

Span. 101 Basic Spanish I 4 hours

Fundamentals of pronunciation, grammar, reading, and composition. Emphasis on audio-oral approach to develop basic skills of comprehension, speaking, reading, and writing. One hour of lab per week in addition to four hours of classroom work. Intended primarily for students who have no acquaintance with the language.

Span. 102 Basic Spanish II 4 hours

Continuation of Spanish 101. *Prerequisite: Span. 101.*

Span. 200 Intermediate Spanish 4 hours

Grammar review, speaking, writing, and introduction to great works of literature. One hour of lab per week in addition to four hours of classroom work. *Prerequisite: Span. 101-102 or equivalent.*



Span. 300 Spanish Conversation and Composition: Spain 4 hours

Intensive training in spoken and written Spanish with emphasis on current events in Spain. Oral reports are based on readings from newspapers, magazines and literary works. A feature of this course is participation in the weekly meeting of the Spanish Club at the dinner hour. *Prerequisite: Span. 200 or equivalent.*

Span. 301 Spanish Conversation and Composition: Latin America 4 hours

Intensive training in spoken and written Spanish with emphasis on current events in Latin America. Oral reports are based on readings from newspapers, magazines and literary works. A feature of this course is participation in the weekly meeting of the Spanish Club at the dinner hour. *Prerequisite: Span. 200 or equivalent.*

Span. 302 International Spanish Correspondence 4 hours

Designed to prepare students of Spanish for possible employment in international government and commercial professions through the development of skills in business and diplomatic letter writing, familiarization with technical Spanish terms, instruction in methods of modern translation, and comprehensive preparation for bilingual positions.

Span. 310 Spanish American Civilization 2 hours

Development of Latin America from the pre-Columbian era to the present day in art, music, drama, history, and literature. Each student does research on a specific project selected in consultation with the instructor. Conducted in English.

Span. 311 Spanish Civilization 2 or 4 hours

Spain's influence on the history, art, music, drama, literature, and science of the world. Each student does research on a specific project selected in consultation with the instructor. Conducted in English.

Span. 351 Survey of Spanish American Literature 4 hours

Great authors and works of Spanish American literature from the beginning to the present. Conducted in Spanish. *Prerequisite: Span. 200 or equivalent.*

Span. 352 Literature of Spain: Survey 4 hours

Great authors and works of Spanish literature from the beginning to the present. Conducted in Spanish. *Prerequisite: Span. 200 or equivalent.*

Literary Studies

Span. 403 Literature of Spain: The Generation of '98 and the 20th Century 4 hours

Works of the novelists and philosophers who searched for the reasons for Spain's decline at the end of the 19th century, and of representative authors of the 20th century. *Prerequisite: Span. 200 or equivalent.*

Spanish. 406 Contemporary Literature in Spanish America 4 hours

Survey of modern novels and their expression of important aspects of Latin American life. *Prerequisite: Span. 200 or equivalent.*

Span. 451 Literature of Spain: 19th Century Romantics 2 hours

Poetry, plays, and legends from the first half of the 19th century. *Prerequisite: Span. 200 or equivalent.*

Span. 452 Literature of Spain: 19th Century Realists 2 hours

The regional novel of customs. Psychological, social, and thesis novels of the last half of the 19th century. *Prerequisite: Span. 200 or equivalent.*

Span. 453 Literature of Spain: The Golden Age 2 hours

Poetry and drama of the 16th and 17th centuries when Spain was at its artistic and literary height. *Prerequisite: Span. 200 or equivalent.*

Span. 454 Literature of Spain: Don Quixote 2 hours

Cervantes' masterpiece presenting the contrast of idealism and imagination versus realism and practicality in a great novel. *Prerequisite: Span. 200 or equivalent.*

Span. 487-488 Independent Study 2 or 4 hours each

Span. 490 Senior Project 2-8 hours



GREEK

Gr. 301 Hellenistic Greek I 4 hours

Introduction to the grammar of the Greek language in the Hellenistic Age. Primary emphasis is placed on the structure of the Greek of the New Testament.

Gr. 302 Hellenistic Greek II 4 hours

Continuation of Gr. 301 with greater emphasis upon syntax and reading of the Greek New Testament.

Gr. 401 Hellenistic Greek Readings I 4 hours

For students who have had a basic course in the Greek language. Facilitates the reading and interpretation of texts from the Septuagint, the New Testament, papyri, and early Christian writers.

Gr. 402 Hellenistic Greek Readings II 4 hours

Continuation of Gr. 401 with readings in early Christian literature.

Gr. 487-488 Independent Study 2 or 4 hours each

FOREIGN LANGUAGE

F.L. 115-J Caribbean Culture 2 hours

Study of representative works of 20th century authors of the Caribbean islands of Cuba, Jamaica, Haiti, Dominican Republic, Puerto Rico, and the Lesser Antilles. The French, Spanish, and Dutch writings are available in translation. Taught on St. Croix, one of the Virgin Islands, during the second and third weeks of January.

F.L. 251 Classical Literature 2 hours (See English 251.)

F.L. 252 Medieval Literature 2 hours (See English 252.)

F.L. 255-256 Great Plays 2 hours each (See English 255-256.)

F.L. 257-258 Great Novels 2 hours each (See English 257-258.)

F.L. 403 Reading and Research in the Foreign Press 2 hours (See Communications 403.)

F.L. 425 Introduction to Linguistic Development of Languages 2 hours

Basic concepts and terminology of linguistics. Development of English, French, German, and Spanish from the Indo-European to modern times. Required of all majors in the department. *Open to other students with permission of the instructor.*

F.L. 480 Methods and Materials in Teaching Foreign Languages 2 hours

Methods, teaching materials, lesson planning, and extracurricular activities necessary for the teacher of French, German, or Spanish as a foreign language. (May be taken for credit as Education 480.)

F.L. 487-488 Independent Study in Foreign Languages 2 or 4 hours



General Sciences

The division of General Sciences is a grouping of courses only. It is not a department and does not offer a field of concentration. It provides a number of programs, many of which are interdisciplinary in nature, designed principally for non-science majors. Some of these courses, however, such as the history of science, are excellent supplements to the college programs of science majors. In addition, special courses are offered for those who are interested in the teaching of science at the secondary school level.

Only students who have completed the following courses or their equivalents will be recommended for state certification to teach General Science in the secondary school: Bio. 100, 101, 102, 103. Chem. 101, 102. Physics 101, 102 or 201, 202. G.S. 201, 480. See the Education Department listings for required Professional Education courses. A second teaching field is required.

G.S. 101 Natural Philosophy 4 hours

Examination of the physical universe and man's place in it through an emphasis upon the ways in which the physical sciences have altered and are now altering man's understanding of the universe.

G.S. 102 Physical Science 4 hours

A course emphasizing an understanding of chemical concepts relevant to our everyday lives. At the end of this course, a student should be able to analyze and discuss magazine and newspaper articles dealing with the subjects related to chemistry. This course is designed for non-science students.

G.S. 201 Astronomy 4 hours

Non-technical course in descriptive astronomy and cosmology, including such topics as the solar system, stars, galactic systems, telescropy, rocketry, and space travel.



G.S. 202 Physical and Cultural Geography 4 hours

Study of the physical processes tending to alter the climate and surface features of the earth and their consequent effects upon human populations.

G.S. 209 History and Philosophy of Science 4 hours

Study of some of the major ideas conceived by western man in attempting to comprehend and describe the natural world. (May be taken for credit as Philosophy 353.) *Prerequisite: one year of college level science or permission of the instructor.*

G.S. 210 Science, Technology, and Society 4 hours

Historical examination of the effects of scientific and technological innovations upon various societies, emphasis being placed upon technology and science of the western world since 1850.

G.S. 211 Energy, Conservation and the Environment 2 hours

This course will examine the energy supply/demand and environmental problems facing our society in the future, as well as the necessity of conservation of present resources. The interrelationships between energy available and economic, political, social and technological systems also will be explored.

G.S. 480 Methods and Materials in Teaching Physical and Life Sciences 4 hours

Aims and methods of teaching the physical and life sciences in the secondary schools. Special attention is given to teaching general laboratory procedures and techniques of teaching. Each of the departments in the physical and life sciences participates in the program. *Prerequisite: 16 hours in one of the physical or life sciences or permission of the instructor.*

G.S. 487-488 Independent Study 2 or 4 hours each

GEOGRAPHY

(See General Science 202 and Social Science 302.)

HEURISTICS

Heuristics 301-302 2 hours each

Investigation and discovery of methodologies of problem-solving within a broad spectrum of academic disciplines and pragmatic pursuits. *Not open to freshmen.*



HISTORY AND POLITICAL SCIENCE

William L. Young, *Department Head, Sabbatical, First Semester, 1979-80.*

A. Roy Kirkpatrick

John W. Lozier, *Acting Chairman, First Semester, 1979-80.*

Della W. Sheldon

Wallace Witham

AIMS

To present the origin and development of institutions and ideas; to point out the great traditions that are molding our thought and action today; and to gain a better perspective of our political, economic, cultural, and social life. The courses in political science are intended to acquaint the student with political institutions and political problems in the United States and the world today.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN HISTORY

Twelve hours in European history, including History 301-302, 12 hours of American history, including History 201-202. Four hours in political science, four hours in either African or Asian or Latin American history, History 477, and a Senior Project. Students planning to attend graduate or professional schools should anticipate possible requirements in the areas of foreign language, statistics, accounting, and computer technology.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN POLITICAL SCIENCE AND HISTORY

Students selecting a field of concentration in this

area are required to take Political Science 225, 328, 357, 478; History 201-202, 302 (with History 100 or 301 as possible substitutes when necessary); plus 16 additional hours selected from the area of political science, including a Senior Project. Students planning to attend law school, graduate school, or other professional schools should anticipate possible requirements in such areas as foreign language, statistics, economics, accounting, and computer technology.

European and World History

Hist. 100 Western Civilization

4 hours

A survey of the Greek, Roman, Medieval and modern periods of western history. Cultural, diplomatic, economic, social and political topics are considered.

Hist. 297-298 Special Studies in History

2 or 4 hours

Designed to permit students to study with various faculty members in the department or with visiting instructors or other competent foreign visitors.

Hist. 301-302 Modern European History

4 hours each

Survey of European civilization from the Renaissance to the present. Second semester begins with 1815.



Hist. 325 British History to the 18th Century

4 hours

Study of the structure and growth of British society from Roman Britain to the Glorious Revolution of 1688. Topics such as Anglo-Saxon England, the nature of medieval kingship, the evolution of parliament, the English Reformation, and the causes and nature of the 17th century revolutions will be examined.

Hist. 326 British History Since the 17th Century

4 hours

Study of the structure and growth of British society from 1688 to the present. Topics such as the nature of 18th century politics, the Industrial Revolution, liberal and Victorian England, the impact of the World Wars on British society, and the "Irish Question" will be examined.

Hist. 351 Ancient Near Eastern Civilization

4 hours

(See Religious Studies 351.)

Hist. 353 Hellenistic Civilization

4 hours

(See Religious Studies 353.)

Hist. 371 Introduction to African Civilization

4 hours

Historical survey of the peoples, nations, kingdoms, and empires of sub-saharan Africa from prehistory to the beginning of the colonial period. The cultural, religious, and political life of the African peoples is considered.

Hist. 372 Modern African States

2 hours

Study of the growth and evolution of the modern African states from colonial possessions to independent nations. The problems facing Africa in the modern world are examined.

Hist. 381 History of the Middle East and North Africa

2 hours

Historical survey of the rise of the Islamic empires from the time of the Prophet, including the Caliphates, the classical period of Islam, and the Ottoman rule to the end of World War II.

Hist. 382 Cultural Life in the Middle East and North Africa

2 hours

Study of the cultural developments and impact of Islamic, civilization, including religion, art, literature, philosophy, and law.

Hist. 385 History and Culture of East Asia

4 hours

Study of the history and culture of East Asia with special emphasis on China and Japan. During the first section of the course, cultural matters will be examined within the context of the pre-modern period (4000 B.C.-1600 A.D.). Most of the class time will be devoted to a study of historical developments during the early modern and modern periods (1600-1945), especially in relation to such issues as international relations and modernization. *Prerequisite: One survey course in American or European history.*

Hist. 428 The Middle Ages

4 hours

Study of the decline of ancient civilization, the Byzantine and Islamic cultures, and especially the development of Western Europe to the 14th century.

Hist. 468 Revolution and Reaction in Modern History

4 hours

Comparative study of the English, American, French, and Russian revolutions. Emphasis is placed on the origins and characteristics of revolutions, the roles of revolutionary leaders, and the relationship of the 17th, 18th, and 19th century revolutions to contemporary struggles in the third world.



American History

Hist. 201-202 U.S. History 4 hours each

Political, economic, and social growth of America. First semester covers the period of exploration to 1865; second semester from 1865 to the present.

Hist. 225 West Virginia History, Government, and Geography 2 hours

History of the western section of Virginia to the Civil War and the history and government of West Virginia to the present. The physical, political, and social geography of the state is included. Field trips to various sections of the state are included as part of the course.

Hist. 341 Development of the American Nation 4 hours

History of the U.S. from 1816 to 1850. Considers the growth of American nationalism following the War of 1812; the rise of Jacksonian Democracy and the effects of that movement through the Polk administration.

Hist. 342 Age of Big Business 4 hours

Political, social, and economic history of the U.S. from 1865 to 1914. Emphasis is placed on the growth of industrialism during this period and the resulting attempts at social reform.

Hist. 344 Civil War and Reconstruction 4 hours

Study of the coming of the Civil War and the period of Reconstruction to 1877. Attention is devoted to the evolution of the slavery controversy, the constitutional questions of nullification and secession, the development of Southern nationalism, an analysis of Civil War causation, the campaigns of the war, and the objectives and programs of Presidential and Congressional Reconstruction. *Prerequisite: Hist. 201 or its equivalent.*

Hist. 423 Contemporary U.S. History 4 hours

The history of the United States since 1945. The course will include a brief review of the Progressive Era, the 1920s and the New Deal. Films, records, contemporary magazines, scholarly journals and newspapers will be used in addition to the text books.



Hist. 426 Introduction to Latin America 2 hours

Study of the geography, politics, social composition, economic structure, and problems of modern Latin America.

Hist. 427 History of Latin America 2 hours

Introduction to the pre-Columbian, Colonial, and Republican history of Latin America.

Hist. 477 Historical Writings and Methods 2 hours

Study of the major works of the ancient, medieval, and modern European and American historians with emphasis on the various schools and methods of interpretation. The student also receives an introduction to the nature and methods of history as an intellectual discipline. Emphasis is placed on the technique of historical research, and the art of expression and critical analysis.

Hist. 487-488 Independent Study 2 or 4 hours each

Hist. 490 Senior Project 2-6 hours

Begins first semester of the senior year.

POLITICAL SCIENCE

Pol. Sci. 225 American Government 4 hours

Introduction to the formal and informal institutions and processes which comprise the American political system at the national level. Emphasis is placed on the mechanics of policy making and the behavior and attitudes of the American electorate.

Pol. Sci. 226 State and Local Government 2 hours

Study of the government and politics of states and local political sub divisions. Attention is given to the federal-state relationship, interstate relationships, and relationships between state and local governments, as well as to the structure, organization, functions, and problems of state and local governments.

Pol. Sci. 300 Public Administration 4 hours

An examination of the basic concerns of American public agencies, principally federal; problems of planning, organization, staffing and efficiency; problems of their proper place in the political arena; problems of relating democratic principles of administrative actions.

Pol. Sci. 328 Comparative Government 4 hours

Survey of the major approaches to the study of political systems, with attention to similarities and differences. Focuses on political parties, governmental institutions, ideologies, elites, interest groups, and political culture. The material involves specific case studies of representative countries in Western and Eastern Europe, the Soviet Union, Asia, Africa, Latin America, and the Middle East.

Pol. Sci. 339 American Political Parties 4 hours

Study of major and minor political parties in the U.S. Attention is given to the history, structure, functions, tactics, and financing of political parties in a democratic system, as well as to the American electoral process; and a brief look at foreign party systems. The role of interest or pressure groups in a democratic pluralist society is also given major attention. Pol. Sci. 225 or Hist. 201-202 are recommended for background in the field.

Pol. Sci. 341 U.S. Foreign Policy 2 hours

Examination of the personalities, assumptions, and mechanics behind the making of U.S. foreign policy since World War II. The material provides a framework for analyzing and evaluating various interpretations of national security and subsequent international commitments. Reference is made to particular examples of foreign policies, such as the Truman Doctrine, Korea, Vietnam, and Sino-American and U.S. Soviet relations. *Prerequisite: Pol. Sci. 225 or permission of the instructor.*

Pol. Sci. 343 International Politics 4 hours

Analysis of the factors involved in the decision-making process among nations, traditionally and in a global perspective. This analysis is applied to theoretical, historical, and current political situations.

Pol. Sci. 357 History of Political Philosophy 4 hours

Survey of the major literature in the evolution of political philosophy from the classical period to Karl Marx, with an attempt to gain perspective on both the eastern and western traditions. A special effort is made to relate the principal concepts in political philosophy, such as justice, freedom, and equality, to contemporary politics.

Pol. Sci. 371 Modern Political Ideologies 4 hours

Survey and analysis of the literature of prevalent 20th century ideologies, including communism, socialism, pacifism, anarchism, and democracy. *Prerequisite: Pol. Sci. 357 or permission of the instructor.*

Pol. Sci. 372 Modern African States 2 hours

Study of the growth and evolution of the modern African states from colonial possessions to independent nations. The problems facing Africa in the modern world are examined.

Pol. Sci. 392 Contemporary East Asian Politics 4 hours

Introduction to the two predominant political styles of East Asia in the post-war period with special attention to the political, cultural, social, and economic characteristics of Japanese democracy and Chinese communism.

Pol. Sci. 426 Introduction to Latin America 2 hours

Study of the geography, politics, social composition, economic structure, and problems of modern Latin America.

Pol. Sci. 465 Constitutional Law 4 hours

Study of the judicial elaboration and interpretation of the U.S. Constitution. A case study approach to the historical development of American constitutional principles. Pol. Sci. 225 or Hist. 201-202 are recommended for background in the field.

Pol. Sci. 468 Revolution and Reaction in Modern History 4 hours

(See History 468.)

Pol. Sci. 478 Research Methods in Political Science 4 hours

Consideration of the scope of political science through a survey of the prominent research in the field. Attention will be given to the "scientific" dimension of this work including reference to computer-assisted political analysis.

Pol. Sci. 487-488 Independent Study 2 or 4 hours each**Pol. Sci. 490 Senior Project** 2-6 hours

Begins first semester of the senior year.



Interdisciplinary Studies

Larry E. Grimes, *Director*

AIMS

The interdisciplinary studies program recognizes that some students are more likely to achieve the goals of an "integrated education" and a "self-examined life," as set forth in the Bethany Plan, by designing their own cross-disciplinary field of concentration. The aim of the program is to facilitate such study by providing the machinery needed for its implementation and evaluation; by aiding the student in the study of interdisciplinary methods and problems; by critically evaluating the student's grasp of methods and materials of various disciplines; and by requiring the student to integrate his or her knowledge of materials and methods, derived from various disciplines, around a single problem or idea.

REQUIREMENTS FOR FIELD OF CONCENTRATION

The interdisciplinary studies program is designed to facilitate the faculty-sponsored or student-initiated program of study that cuts across departmental lines. The initiator of the program is responsible for establishing the content of the special curriculum, for stating the goals of the special curriculum, and for justifying the creation of a special curriculum. The Committee on Interdisciplinary Study approves or rejects the curriculum proposal. The program must include at least 24 hours (excluding the Senior Project) in an approved

core curriculum. The special curriculum may not exceed 72 hours. No more than 48 hours in any one department will be counted toward graduation. All work is supervised by the director of interdisciplinary studies. The director serves as the student's academic advisor throughout the program of study.

ADMISSION TO THE INTERDISCIPLINARY STUDIES PROGRAM

It is recommended that all proposals for admission to the program be submitted to the director on or before the last day of the last semester of the student's sophomore year. Students who apply after this date may find that it will take them an extra

summer or an extra semester to meet all requirements for graduation.

Student proposals must follow the outline provided by the Committee on Interdisciplinary Study and must be accompanied by proper supporting documents.

All proposals should be prepared in consultation with the director of interdisciplinary studies.

SENIOR YEAR

Senior Comprehensive Examination: Students must have completed at least 24 hours of study in their special curriculum (including all courses designed as required in the original proposal) before they are eligible to take the examination.

The Senior Comprehensive Examination will be designed to measure the student's grasp of methods and materials basic to the disciplines emphasized in the core curriculum; to test the student's capacity for integrating materials and methods from the various disciplines; and to allow the student to evaluate the success of the special curriculum in light of his or her stated goals.

Senior Project: Students who wish to do 4-8 hour Senior Projects must have their programs approved by the director on or before the last day of the last semester of their junior year.

I.S. 100 Freshman Interdisciplinary Lecture 4 hours
(See page 61 for descriptions of freshman interdisciplinary lectures.)

I.S. 487-488 Independent Study 2 or 4 hours

I.S. 490 Senior Project 4-8 hours



Library

Larry J. Frye, *Director*

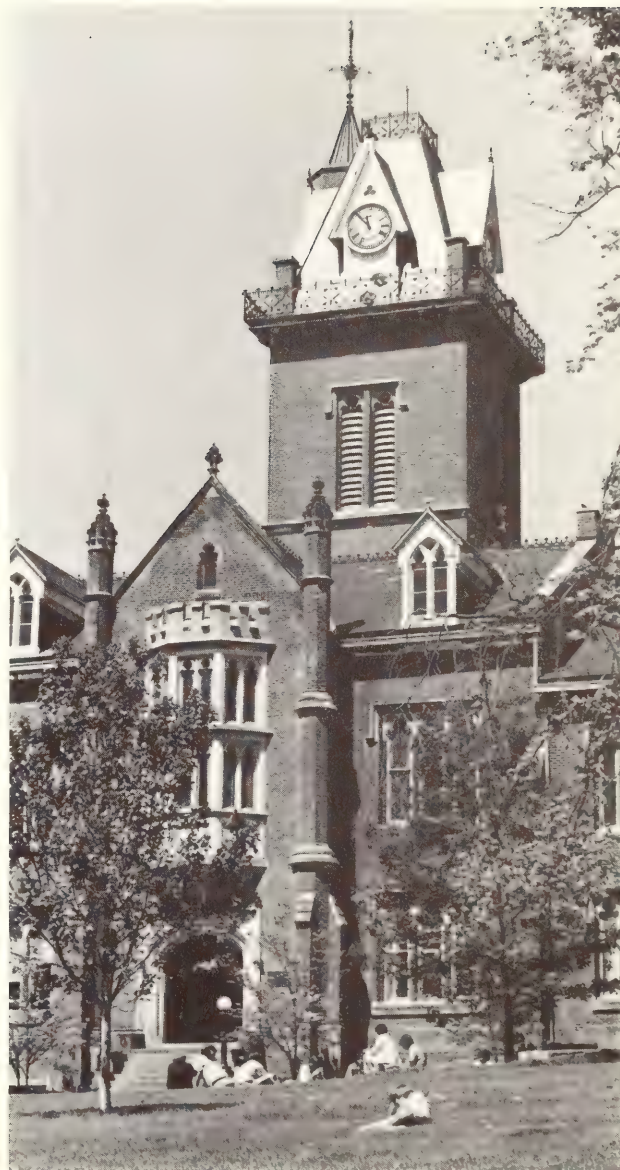
Rick P. Williamson

Gail Ann Scharf

Nancy Sandercox

AIMS

The T. W. Phillips Memorial Library provides a variety of educational services to the Bethany College community through an experienced and well-trained staff and a wealth of learning resources (see page 13). The librarians view their purpose in the following ways: to provide materials which support the Bethany curriculum and the individual projects of students, to encourage students to ask questions and to assist them in their search for answers through the teaching of bibliographic skills, to help students develop a love of books and an awareness of the vast amount of information available throughout the world, and to develop an understanding of the importance to individuals and to societies of having access to information.





Mathematics

James E. Allison, *Department Head*

David T. Brown

John M. Atkins, *Sabbatical, 1979-80.*

Theodore S. Erickson

AIMS

To provide the general student with a knowledge of the foundations of mathematics; to give the prospective teacher an understanding and appreciation of the fundamental ideas of elementary mathematics; to provide a tool for the technical student; and to give the prospective graduate student a foundation for later study and research.

REQUIREMENTS FOR FIELD OF CONCENTRATION

The student is required to take the following 24 hours in the department: Math. 201, Calculus I; Math. 202, Calculus II; Math 203, Calculus III; Math. 354, Linear Algebra; Math. 400, Abstract Algebra; Math. 401, Advanced Calculus.

The student also must complete a Senior Project.

Each student must take Computer Science 169.

In addition, each student must complete one of the following tracks:

Mathematics: Twelve hours from the following:
Math. 326, 341, 344, 371, 383, 384.

Mathematics-Economics: Math. 231, 281, Eco. 200, 241, 301, 302, 22 hours.

Mathematics-Physics: Math. 341, Phys. 201, 202, 251 and 252; or Phys. 261 and 262; 300, 22 hours.

Mathematics-Computer Science: Sixteen hours from the following: Math. 371, Com. Sci. 269, 270, 355, 360, 365.

Only students who have completed the following courses or their equivalents will be recommended for state certification to teach mathematics in secondary school: Math. 103, 201, 202, 203, 326, 354, 383, 384, 400, 401, 480 and Com. Sci. 169. See the Education Department listings for required Professional Education courses. A second teaching field is required.

Math. 103 Elementary Algebra 4 hours

Designed to prepare the student to take Calculus I. Sets and operations on sets, number systems, solutions to equations, inequalities, functions and graphing, conic sections, synthetic division and the remainder theorem, exponential and logarithmic functions, computation with common logarithms. May not be taken if credit has been earned for Math 201.

Math. 104 Trigonometry 2 hours

Radian measure, trigonometric functions and their graphs, fundamental identities, conditional trigonometric equations, inverse trigonometric functions, vectors, complex numbers, trigonometric form of complex numbers, DeMoivre's Theorem. The material covered in this course is necessary background for Math 202: Calculus II.

Math. 141 Mathematics for the Liberal Arts Student 4 hours

Introduces the non-science major to the spirit and flavor of mathematics. Stresses fundamental concepts with the aim of clarifying the importance of mathematics in relation to other branches of knowledge. Topics that may be covered include sets, logic, the number concept, history of mathematics, the nature and use of geometry, computers, computer programming, and logical puzzles.

Math. 152 Finite Mathematics 4 hours

Intended primarily for students of the biological or social sciences. It is also recommended for non-science majors desiring an acquaintance with mathematics. It is not a precalculus course. Concepts studied include logic, set theory, matrices, probability theory, linear programming, and game theory.

Math. 201 Calculus I 4 hours

Real number system, equations of a line, study of the circle and parabola, functions, limits, and continuity. Techniques of differentiation and integration applied to maximum and minimum problems and to related rates. *Prerequisite:* 3½ years of high school math or Math. 103 or permission of the instructor.

Math. 202 Calculus II 4 hours

Area between two curves, volumes of revolution, moments, centroids, hydrostatic pressure, and work. Integration and differentiation of transcendental functions. Methods of integration including integration by parts, partial fractions, and trigonometric substitution. Polar coordinates and graphs, area, and angles of intersection in polar coordinates. *Prerequisite:* Math. 201 or advanced placement.

Math. 203 Calculus III 4 hours

Intermediate calculus with emphasis on vector methods and functions of several variables. Scalar and vector products. Partial differentiation and applications, directional derivative and gradient. Multiple integrals with physical applications. Expansion of functions. L'Hospital rule, sequences, and series. *Prerequisite:* Math. 202.

Math 225-226 Mathematics for Elementary Teachers 2 hours each

The first course is a study of the fundamental principles and concepts of arithmetic. The second is a study of intuitive geometry.



Math. 231 Operations Research 2 hours

This course deals with applications of matrix algebra to business and economics, including problems involving cost minimization and profit maximization. (The necessary matrix algebra will be developed in the course.) Primarily designed for students who intend to pursue a career in business. *Prerequisite: Math. 103 or equivalent.*

Math. 281 Statistical Methods 4 hours

Introductory statistical analysis including frequency distribution and graphic presentation of data, measures of central tendency, relative positions in a distribution, variability, the normal curve and its applications, correlation and regression, probability and statistical inference, testing differences between means, introduction to analysis of variance. (Not open to students in the general program.)

Math. 282 Statistical Methods II 2 hours

Testing goodness of fit, contingency tables, regression and correlation analysis, analysis of variance, non-parametric methods.

Math. 326 Introduction to Modern Geometry 4 hours

Euclidean and non-Euclidean geometrics; an introduction to synthetic projective geometry; the concept of limit and infinity; geometrical constructions, recent developments and theorems. *Prerequisites: Math. 201, 202.*

Math. 341 Differential Equations 4 hours

Methods of solution of ordinary and partial differential equations and applications to the physical sciences. *Prerequisite: Math 202.*

Math. 344 Complex Variables 2 hours

Complex numbers, elementary functions, analytic functions, contour integration, Taylor and Laurent series, conformal mapping, boundary value problems, Laplacian equations. *Prerequisite: Math. 203.*

Math. 354 Linear Algebra 4 hours

Geometric vectors, matrices and linear equations, real vector spaces, linear transformations and matrices, and inner product spaces.

Math. 371 Numerical Analysis 4 hours

Numerical methods in evaluating integrals and differential equations. Techniques in finding the roots of polynomials and solving systems of linear equations and matrix manipulation. *Basic and Fortran* languages are used to apply the above methods.

Math. 383 Probability & Statistics I 4 hours

Introduction to probability, basic distribution theory, limit theorems, mathematical expectation, probability densities, random variables, sampling distributions, point and interval estimation, tests of hypotheses, regression and correlation, analysis of variance. *Prerequisite: Math. 202 or permission of the instructor.*

Math. 384 Probability & Statistics II 2 hours

In this course, the student will apply the concepts of probability to statistical procedures such as sampling estimations, tests of hypothesis, regression theory, and Bayesian methods. *Prerequisite: Math. 383.*

Math. 400 Modern Abstract Algebra 4 hours

Groups, rings, integral domains, fields, and vector spaces.

Math. 401 Advanced Calculus 4 hours

The Jacobian, Lagrange multipliers, limits and continuity, completeness of the Real numbers, sequences, series, Fourier series and orthogonal functions, partial differential equations, Implicit Function Theorem. *Prerequisite: Math 203.*

Math. 480 Methods and Materials in Teaching Mathematics 2 hours

Approved methods in teaching mathematics at the secondary level; class period activities of the teacher; procedures and devices in teaching; organization of materials, testing, aims, and modern trends. (May be taken for credit as Education 480.)

Math. 487-488 Independent Study 2 or 4 hours**Math. 490 Senior Project** 2-8 hours



MUSIC

William P. Crosbie, *Acting Department Head*

Albert R. DeVaul, *Program Director*

Oliver Manning

Paul Criswell

Nina McGowan

AIMS

To promote the understanding and appreciation of music of generally recognized excellence; to relate that music to the cultural conditions of respective periods; to provide an integrated study of music theory, history, literature, and performance; to provide the college community with stylistically sound performances of good works; and to provide for the thorough training of musicians at the pre-professional level.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN MUSIC LITERATURE

Requirements for concentration in music literature are Music 111, 112, 113, 343, the 201 through 204 music history sequence, and 10 hours in applied music of which a maximum of four hours may be in ensemble, Music 478, and a Senior Project.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN MUSIC EDUCATION

Students electing a field of concentration in music education and seeking certification as teachers in any state must fulfill the requirements for certification in West Virginia which amount to 50 hours in



music — two hours more than may be counted toward an A.B. degree. The requirements are Music 111, 112, 113, 343, 422, 439, Fine Arts 201 or 202 Music 121 through 124, four hours of piano (or proficiency examination), two hours of voice, six hours of concentration in voice or any one instrument, and two hours in ensemble, Music 478, and a Senior Project. Also required, but counting as professional education, are Music 340-341, 480, and student teaching.

PERFORMANCE AND PARTICIPATION REQUIREMENTS

All music majors (literature and education) must participate in at least two recognized performance groups each semester for at least six semesters. All majors must attend a minimum of 10 student recitals and/or major concerts on campus. All students taking private lessons will perform for a jury of music faculty near the end of each semester. Selected students will perform in student recitals. All music majors will perform in a minimum of four student recitals as a requirement for graduation.

History and Theory of Music

Mus. 101-102 Introduction to Music as an Art and Science 2 hours each

Elements of tonal relationships, simple rhythms, intervals, melodies in both major and minor modes, recognition of the orchestral instruments, historical significance of form, the voice. Designed to aid the student in recognizing, reproducing, and recording simple melodic and rhythmic patterns. *Mus. 101 is a prerequisite for Mus. 102.*

Mus. 105 About Music: Developing Comprehension 2 hours

An overview of music, both serious and popular, from the early medieval period to the music of today. This course is intended for students with little or no musical background. An aural and historical approach to learning about music and musicians will be emphasized.

Mus. 111 Theory I 4 hours

Rudiments of music structure and basic disciplines of chord connection and harmonization of simple melodies. Emphasis on identifying sounds by hearing and writing.

Mus. 112 Theory II 4 hours

Techniques of figured bass, modulation, controlled dissonance, and further use of chromatically altered chords. Continued emphasis on hearing through dictation, sight-singing, and keyboard exercises.

Mus. 113 Theory III 4 hours

Comprehensive extension of Theory II. Intensive study of stylistic elements of Classical and Baroque periods. Introduction to characteristics of later harmonic styles. Continued emphasis on aural and keyboard skills.

Mus. 201 Romantic Period 4 hours

General listener's approach to the music, both instrumental and vocal, of composers from Schubert, Chopin, Schumann, and Mendelssohn through Liszt, Berlioz, Verdi, Wagner, Brahms, Tchaikowsky, and other 19th century composers.

Mus. 202 20th Century Music 2 hours

General listener's approach to music in various media from the Impressionists through Stravinsky, the Schonberg School, Bartok, Hindemith, the American, Soviet, and other significant composers, including electronic, aleatory, and experimental music.

Mus. 203 Music of the Baroque Period 4 hours

General listener's approach to music in various media from Monteverdi to circa 1750 with emphasis on Bach and Handel.

Mus. 204 Classical Period 4 hours

General listener's approach to the music, both instrumental and vocal, of the late 18th and early 19th centuries, concentrating upon Haydn, Mozart, Beethoven, and Schubert.

Mus. 205 Jazz 4 hours

General listener's approach to the history of jazz from its African, Cuban, and American Black origins through Ragtime, the New Orleans, Kansas City, and Chicago styles, Swing, Bop, Progressive, Rock, and other jazz styles.

**Mus. 220-221 The Wheeling
Symphony Orchestra:
Sights and Sounds** 4 hours

Study and research of music to be played by the Wheeling Symphony. Students will attend two dress rehearsals and two performances. Open to all students.

**Mus. 340-341 Methods and Materials in
Teaching Music in the
Elementary Schools** 2 hours each

Consideration of the aims and values of elementary school music with opportunities to develop teaching techniques and to become familiar with the standard materials.

Mus. 343 Counterpoint 2 hours

Basic principles of writing two, three, and four-voice counterpoint, and their application in the smaller forms of composition. *Prerequisite: Mus. 112.*

Mus. 344 Orchestration 2 hours
Arranging music for various types of instrumental ensembles.

Mus. 422 Instrumental Conducting 2 hours
Technique of the baton and the different problems to be met in conducting orchestra and band; introduction to score reading; opportunity for experience through the conducting of the College instrumental groups. *Open only to advanced students.*

Mus. 439 Choral Conducting 2 hours
Technique of the baton and the different problems to be met in conducting chorus; introduction to score reading; opportunity for experience through the conducting of the College choral groups. *Open only to advanced students.*

Mus. 478 Senior Seminar 2 hours
Survey and review of the field of music; its history, theory, and literature. *Required of all students concentrating in music.*

**Mus. 480 Methods and Materials in
Teaching Music in
Secondary Schools** 4 hours

Analysis of music offered in senior and junior high schools throughout the U.S. Consideration of problems, objectives, and materials in teaching vocal and instrumental music, theory, and appreciation courses in secondary schools. Opportunities for developing practical teaching projects. (May be taken for credit as Education 480.)



Mus. 487-488 Independent Study 2 or 4 hours each

Mus. 490 Senior Project 2 or 4 hours

An independent, student-initiated project which may be research, creative work, or performance.

Applied Music

(Courses in applied music may be repeated for credit.)

Mus. 119 Class Instruction in Percussion Instruments 1 hour

Designed to acquaint the student with the snare drum, bass drum, cymbals, tympani, mallet instruments, and the reading and scoring of percussion notation.

Mus. 121-122 Class Instruction in Stringed Instruments 1 hour each

Required of all students concentrating in music education.

Mus. 123 Class Instruction in Brass Instruments 1 hour

Required of all students concentrating in music education.

Mus. 124 Class Instruction in Woodwind Instruments 1 hour

Required of all students concentrating in music education.

Mus. 125-126 Concert Choir 1 hour each

Preparation for concert performance of standard literature, both sacred and secular. *Membership limited; enrollment by audition.*

Mus. 127-128 Glee Club 1 hour each

Study and performance of choral repertoire for basses, baritones and tenors. *Membership by audition. Auditions open to all students.*

Mus. 129 Class Instruction in Guitar 1 hour

Introduction to guitar, teaching techniques, and music theory. Begins with easy chords and progresses logically through various keys using songs suitable and interesting to today's student. Class participation and parallel listening are provided by the use of cassettes. Students must provide their own guitars. Limited to 15 students.

Mus. 131-132 Wind Ensemble 1 hour each

Study and performance of baroque and contemporary music for wind instruments. *Enrollment by audition.*

Mus. 133-134 Band 1 hour each

An ensemble of wind and percussion instruments which plays for festive and athletic events of the College. *Enrollment by permission of the director.*

Mus. 135-136 Chamber Music 1 hour each

Study and occasional performance of the standard chamber literature — quartets, trios, and other works suited to the instrumentalists available. *Enrollment by audition.*

Mus. 137-138 Jazz Band 1 hour each

Study and performance of arrangement for large jazz band. Designed to develop an appreciation for the musical styles of Glen Miller, Woody Herman, Stan Kenton, and others. *Enrollment by audition.*

Mus. 139-140 Madrigal Ensemble 1 hour each

Preparation for performance of madrigal and other smaller group choral music for advanced voices. *Membership limited; enrollment by audition.*

Mus. 141-142 Organ 1-2 hours each

Technique, theory, and literature of the organ. Open to all students who have had some training in either piano or organ. Private lessons. *Enrollment by permission of the instructor.*

Mus. 143-144 Piano 1-2 hours each

Literature and technique of piano playing designed to develop a discriminating appreciation of fine music and fine musical performance. Private lessons. *Enrollment by permission of the instructor.*

Mus. 145-146 Strings 1-2 hours each
Private lessons in violin, viola, cello, or bass. Open to beginners as well as to students with previous training. *Enrollment by permission of the instructor.*

Mus. 147-148 Voice 1-2 hours each
Vocal technique, theory, and literature. Open to all students who have adequate native ability, with or without previous vocal training. Private lessons. *Enrollment by permission of the instructor.*

Mus. 149-150 Wind Instruments 1-2 hours each
Private lessons in basic brass and woodwind instruments. Open to beginners as well as to students with previous training. *Enrollment by permission of the instructor.*

Mus. 151-152 Guitar 1 or 2 hours each
Technique, theory, and literature for the guitar. Open to all students who have had some training, either formal or self-taught, on the guitar. Classical method will be emphasized. *Enrollment by permission of the instructor.*

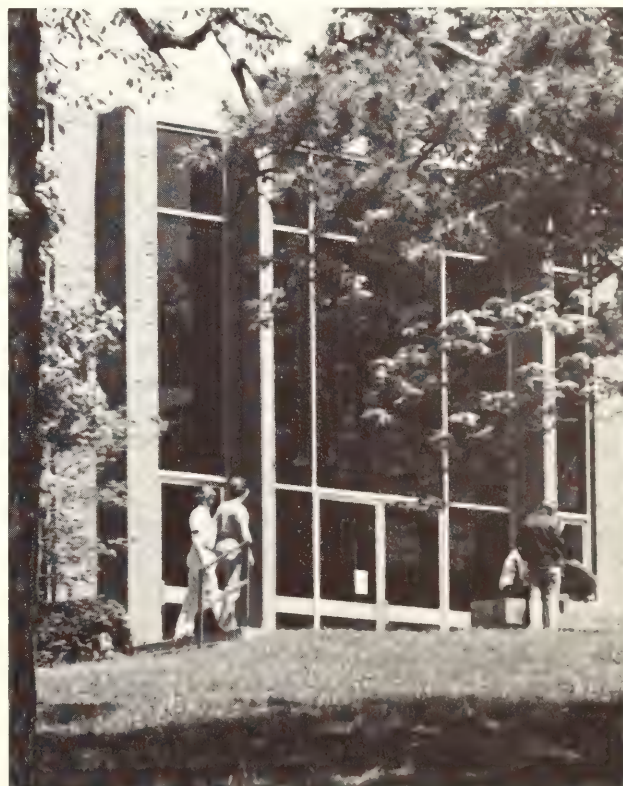
Mus. 301-302 Advanced Organ 1-2 hours each
Open only to students who can demonstrate satisfactorily their ability to play compositions equivalent in difficulty to the following: Bach — G minor Fugue (The Little); D minor Toccata and Fugue; or Widor — Toccata from Symphony V. Private lessons. *Enrollment by permission of the instructor.*

Mus. 305-306 Advanced Piano 1-2 hours each
Open only to students who can demonstrate satisfactorily their ability to perform compositions, equivalent in difficulty to the following: Beethoven — Op. 27, No. 2; Bach — Preludes and Fugues Nos. 2 and 21 (Vol. I). Public performance required. Private lessons. *Enrollment by permission of the instructor.*

Mus. 307-308 Advanced Strings 1-2 hours each
Open only to students who are able to play satisfactorily music equivalent in difficulty to the Kreutzer Etudes and DeBeriot Concertos for violin. Public performance required. Private lessons. *Enrollment by permission of the instructor.*

Mus. 309-310 Advanced Voice 1-2 hours each
Open only to students who have completed four semesters of voice study, can read at sight, have adequate use of a least one modern foreign language, and can demonstrate the ability to perform numbers equivalent in difficulty to standard operatic and lieder literature. Public performance required. Private lessons. *Enrollment by permission of the instructor.*

Mus. 311-312 Advanced Wind Instruments 1 or 2 hours each
Open only to students who can demonstrate satisfactorily their ability to perform compositions, equivalent in difficulty to compositions generally listed as grades 4-5-6.



Philosophy

Robert E. Myers, *Chairman*

AIMS

To assist the student in discovering and developing sound bases for interpreting self and society through a careful examination of his or her beliefs, actions, and claims to knowledge; to assist the student in becoming aware of the nature and status of philosophical problems, commitments, ideologies, and models that serve as the foundation of human life; and to provide the student who expects to pursue graduate studies in philosophy with a sound basis in the major areas of the field.

REQUIREMENTS FOR FIELD OF CONCENTRATION

Concentration in philosophy may hold promise for several students as one way to approach a liberal education. For others, philosophy may be an important related field; or it may serve as a good foundation for those planning for graduate work in another field as well as for those who are professionally interested in philosophy.

Concentration in philosophy requires satisfactory completion of a minimum of 24 hours, including Philosophy 123, 124, 323, 324, 325, plus a Senior Project, and Senior Comprehensive Examination. The Senior Project is received and evaluated in the final semester of the student's academic program.

The student who is considering graduate work should be aware that many good graduate programs in philosophy require a reading knowledge of French and German.

Phil. 100 Introduction to Philosophy 4 hours

Intended primarily to involve students in an introductory exploration into the range of problems with which philosophers wrestle. "Living issues" confront us in such vital areas as: the nature of self, man, mind, values, knowing, freedom, and of philosophy, philosophic outlooks, and religious traditions.

Phil. 123 Basic Logic 4 hours

Students are assisted in developing the ability to recognize the differences between emotional intensity and valid argument, between verbal disputes and conclusions that follow (logically) from premises. Recognition of the bases of these differences and development of the very practical abilities to recognize, construct, and analyze various forms of argument and to detect logical errors (fallacies) are important objectives of the course.

Phil. 124 Ethics: Personal and Social 4 hours

Examination of different personal and social foundations upon which ethics or morals can be (and have been) built — such as pleasure, happiness, feeling, reason, obligation, usefulness, and relativism; significant moral problems in several areas of life and work; and basic criteria for moral decision-making.

Phil. 250-259 Special Topics in Philosophy 2 or 4 hours

Phil. 252 Philosophy of Mysticism 2 hours

Examination of what is involved in the experience and claims of several mystical groups or representatives, from ancient to contemporary times. Emphasis will focus on trying to understand the basic claims that mystics make, assessing the kinds of certainty, truth and insight claimed, and exploring the place of "the mystical" in human experience.

Phil. 255 Minds, Machines and Learning Models 2 hours

Examination of concepts involved in attempts to make machines and artificial intelligence modes that duplicate the mind and its functions. Issues include: assumptions involved and consequences of these; the place of feelings or so-called non-cognitive functions; implications for knowing and learning and for re-interpreting the human being on the machine model. A combination of scientific, literary and philosophic sources will be examined.

Phil. 323 Ancient and Medieval Philosophy 4 hours

Begins with the seventh century B.C. Greek mythic interpretations and moves through early Nature Philosophies, Scepticism, Greek Humanism, the Golden Age, the Roman Period, and the relationship of religion and philosophy in the Medieval Period.

**Phil. 324 Modern Philosophy:
From the Renaissance****Through the 19th Century** 4 hours

Begins with the New Learning and moves through the rise of "the scientific spirit," the development of British Empiricism and Continental Rationalism, Kant's "revolutionary" impact on philosophy, and the major thought forms of the 19th Century.

Phil. 325 Twentieth Century Philosophies 4 hours

A survey of the dominant philosophic forms from Bergson, Dewey and Whitehead on process philosophy, through the rise of realism, logical analysis, phenomenology-existentialism and language studies.

**Phil. 333 Contemporary Existential
Philosophers** 4 hours

An examination of the main doctrines of the Existential and speculative philosophical tradition. General emphasis is placed on the dominant features of this 19th and 20th Century tradition, while special emphasis is placed on the works and ideas of a few outstanding representative philosophers, e.g., Kierkegaard, Nietzsche, Sartre, Camus.

**Phil. 334 Contemporary Analytic
Philosophers** 4 hours

An examination of the main doctrines of the Analytic and positivistic philosophical tradition. General emphasis is placed on the dominant features of this 19th and 20th Century tradition, while special emphasis is placed on the works and ideas of a few outstanding representative philosophers, e.g., Moore, Russell, Wittgenstein, Ryle.

**Phil. 350-359 Advanced Topics
in Philosophy** 2 or 4 hours**Phil. 353 History and Philosophy of Science** 4 hours
(See General Science 209.)**Phil. 355 Philosophy
of Religion** 2 or 4 hours

Examination of the major aspects of religion from a philosophic perspective. Study will include: the religious experience, the meaning and significance of faith, belief and criteria, knowledge, proof, evidence and certainty, concept of deity, scope and impact of religion in human life.

**Phil. 358 Aesthetics, The Arts,
and Philosophy** 2 or 4 hours

Examination of the nature of aesthetic experience and its relation to other kinds of experience, as well as its place in art production, appreciation and creativity; the notion of "a work of art"; language used in description, interpretation, and evaluation of art; and different interpretations of aesthetics. Opportunities are provided for giving special attention to particular art areas as well as to "the Arts."

Phil. 477-478 Senior Seminar 2 hours each

This seminar seldom consists of a general review of all areas of philosophy; the topic or particular area of study is chosen as a result of student and faculty conferences. Student ability, interest, and need are important factors. *Conferences with and permission of the head of the department are required before enrollment.*

Phil. 487-488 Independent Study 2 or 4 hours each**Phil. 490 Senior Project** 2-8 hours



Physical Education

David M. Hutter, *Department Head*

E. Donald Ault

James E. Dafler

Douglas F. Bain

Sally Dorwart

Patrick J. Dunfee

Donna F. Keith

William C. Beinbrech

Susan N. Hanna

AIMS

To enhance the health of the student; to provide opportunities for students to participate and develop proficiency in sport activities; and to prepare students for professional careers in physical education, recreation, athletic coaching in educational, agency and/or municipal institutions, and sports communication.

REQUIREMENTS FOR FIELD OF CONCENTRATION — PHYSICAL EDUCATION

A minimum of 44 hours in the department, which must include P.E. 101, 110, 226, 243, 244, 310, 360, 426, 427, 475, 480, 481, and 490 or their equivalents. Additionally, all students must take Biology 100 and 167, as well as Education 201 and 202.

Optional Program Opportunities:

1. To be recommended for state certification, K-12 students must complete the requirements for the field of concentration. Electives chosen should include four hours selected from P.E. 309, 340, 355, 380, 390, two hours elective in each of the

following: individual-dual and field-court, and four hours elective clinics. See the Education Department listings for the required Professional Education courses. A second teaching field is required.

2. To be recommended for state certification 7-9 or 7-12, a minimum of 34 hours in Physical Education is required. This must include the following: P.E. 101, 110, 226, 243, 244, 360, 426, 427, 475, 480; four hours selected from P.E. 309, 340, 355, 380, 390; two hours of elective in each of the following: individual-dual and field court, and four hours elective clinics. Students also must complete Bio. 100 and 167. See the Education Department listings for required Professional Education courses. A second field is required.

3. For non-physical education majors, an emphasis in coaching is available. Eighteen hours are required which must include Biology 167, P.E. 355, 340, 485, and two hours selected from P.E. 300-305. Electives include P.E. 243, 244, 426 or 427.

REQUIREMENTS FOR FIELD OF CONCENTRATION — LEISURE STUDIES

- A. Leisure Management — A minimum of 38 hours in the department which must include 110, 120, 167, 226, 243, 244, 280, 290, 385, 386, 426, 427, 476, 490 and two hours of performance. Additionally, all students must take Biology 100; Economics 200, 241, 280, 290, 311.
- B. Leisure Services — A minimum of 44 hours in the department which must include 110, 120,

167, 226, 243, 244, 280, 290, 309, 385, 386, 426, 427, 476, 480, 490, and two hours of performance. Additionally, all students must take Biology 100; Economics 200, 241, 280; Art 340; Music 101 and two hours of Theatre.

The following courses are recommended: Soc. 361, 362; Pol. Sci. 226; Bio. 230 S.

A department-approved internship in leisure field is required. Advanced courses in Leisure Studies, P.E. 280, 290, 385, 386, and 476, will begin to be offered regularly in 1981.

ACTIVITY PERFORMANCE REQUIREMENTS

(Physical Education Majors)

Each student is expected to show proficiency in a minimum of 11 different activities which cover each of the seven activity areas. The following levels of proficiency are expected prior to student teaching:

- A. Competency Level I in six activities.
- B. Competency Level II in three activities, which differ from those in Level I.
- C. Competency Level III in two activities, which differ in proficiency from those on Competency Level I or II. Each Competency Level may be obtained by previous participation experiences, i.e., high school athletics.

P.E. 100-165 Physical Education Performance Courses

Skills in performance, knowledge of strategies, rules, equipment and methods, and participation in sport forms. For non-majors, a maximum of four hours may be credited toward graduation requirements. Specific requirements of majors, six hours (excluding P.E. 150-163), but not to exceed 10 hours.

COURSES AVAILABLE:

- P.E. 101 Gymnastics
- P.E. 110 Aquatics (Senior Life Saving)
- P.E. 111 Swimming (Basic - Advanced)
- P.E. 120 Folk Dance
- P.E. 121 Horseback Riding
- P.E. 130 Golf - Handball - Paddle Ball
- P.E. 132 Archery - Table Tennis
- P.E. 134 Body Mechanics
- P.E. 135 Tennis - Badminton
- P.E. 137 Modern Dance - Rhythms
- P.E. 139 Physical Fitness
- P.E. 140 Field Hockey - Softball
- P.E. 141 Aerobics
- P.E. 142 Track & Field - Wrestling
- P.E. 144 Soccer - Volleyball
- P.E. 146 Football - Wrestling
- P.E. 150 Varsity Baseball
- P.E. 151 Varsity Basketball (M)
- P.E. 152 Varsity Basketball (W)
- P.E. 153 Varsity Cross Country
- P.E. 154 Varsity Field Hockey
- P.E. 155 Varsity Football
- P.E. 156 Varsity Golf
- P.E. 157 Varsity Soccer
- P.E. 158 Varsity Swimming
- P.E. 159 Varsity Tennis (M)
- P.E. 160 Varsity Tennis (W)
- P.E. 161 Varsity Track
- P.E. 162 Varsity Volleyball

**P.E. 167 Introduction to Mammalian
Anatomy and Physiology**

4 hours

(See Biology 167.)

**P.E. 200-225 Physical Education
Performance Course**

1 hour each

Advanced skills in performance, advanced knowledge of rules, equipment and methods; participation in sport forums. Open to non-majors. *Prerequisite: successful completion of 100 level performance course.*

COURSES AVAILABLE:

- P.E. 201 Gymnastics
- P.E. 210 Aquatics WSI
- P.E. 222 Archery - Bowling
- P.E. 224 Tennis - Badminton

**P.E. 226 First Aid as related to
the Principles of Biology**

2 hours

(See Biology 105.)

P.E. 227 Personal and Community Health

4 hours

Fundamental knowledge of personal and community health matters pertaining to the social group : communicable diseases, vital statistics, and legal and social regulations.

**P.E. 243 Socio-Psychological
Perspective**

4 hours

Consideration of small sport groups as micro-social systems; application of group dynamics theory and small group research to the study of sport groups; investigation of the influence of group member characteristics, environmental factors, interpersonal relations, and group structural characteristics on individual member adjustment and group effectiveness. Designed to investigate those aspects of psychology which influence the performance and the participant in sport. Additional factors such as motives, arousal, aggression, and other socio-psychological variables will be covered.

**P.E. 244 Philosophical-Historical
Perspective**

4 hours

Philosophical inquiry into physical education. Consideration given to general philosophical interpretation of the nature and purpose of physical education. Review of the historical and philosophical changes in American education with emphasis on the developing roles of professional physical education.

**P.E. 280 Leisure in
Socio-Cultural Patterns**

4 hours

Leisure philosophies in the history of man; leisure values reflected in the culture; factors affecting leisure such as demography, technology, and population; social meaning and scope of leisure.

RECOMMENDED SEQUENCE OF COURSES FOR PHYSICAL EDUCATION MAJORS

FIRST SEMESTER		CREDIT	SECOND SEMESTER		CREDIT
Freshman					
Bio. 100	Animal Biology	4	Bio. 167	Introduction to Mammalian Anatomy and Physiology	2
			Psych. 100	General Psychology	4
			P.E.—	Performance Courses (100-170)	2
Sophomore					
P.E. 226	First Aid	2	P.E. 244	Philosophical-Historical Perspective*	4
Ed. 201	Human Development & Learning I	4			
P.E. 243	Socio-Psychological Perspective*	4	Ed. 202	Human Development & Learning II	4
			Ed. 249	Participation in Secondary Schools	2
P.E.—	Performance Courses (100-170)	2			
			P.E.—	Performance Courses (100-170)	2
Junior					
P.E. 360	Measurement and Evaluation	2	P.E. 426	Kinesiology	2
P.E. 310	Adapted Physical Education	2	P.E. 427	Physiology	2
P.E. 110	Aquatics	1	P.E. 480	Teaching Health and Physical Education	4
P.E.—	Clinic (300-308)	2			
P.E.—	Performance (100-160)	2	P.E. 481	Elementary School Physical Education	2
			P.E. 101	Gymnastics	1
Senior					
Ed. 333	Educational Psychology	2	P.E. 475	Organization and Administration of Health, and Physical Education	4
Ed. 401	History and Philosophy	2			
Ed. 428	Principle and Techniques of Secondary Education	4	P.E. 490	Senior Project	2-8
			P.E.—	Elective	2-4
Ed. 475	Observation and Directed Teaching	4	P.E.—	Clinic (300-308)	2

*P.E. 243-244 may be taken in the freshman year but Soc. 100, Psych. 100, and/or Phil. 100 are recommended as prerequisites.

P.E. 290 Leisure and Human Behavior 4 hours

Motivation and leisure behavior; physiological and activity outcomes; man as a social organism; emergence of leadership in leisure pursuits.

P.E. 300-308 Clinics 2 hours each

The major purpose of the sport clinic is to prepare a student to teach the sport or activity(ies) within any phase of the total school environment. Emphasis should be placed on theory (e.g. football theory) and teaching methodology(ies), both skill and theory. Skill advancement should not be an objective of a sport clinic but may be an outcome.

COURSES:

P.E. 300 Basketball - Tennis - Golf	2
P.E. 301 Aquatics - Baseball	2
P.E. 302 Track & Field - Soccer	2
P.E. 303 Football - Wrestling	2
P.E. 304 Field Hockey - Volleyball	2
P.E. 305 Games and Sports for Children	2
P.E. 306 Gymnastics	2

P.E. 309 Intramural Sports 2 hours

Organization, administration, and objectives of the intramural athletic programs.

P.E. 310 Adapted Physical Education 2 hours

Variations of the normal types of the human organism at different age levels; therapeutic measures, especially those which correct mechanical defects.

P.E. 340 Prevention and Care of Injuries 2 hours

Common hazards of play and athletics. Preventive measures and treatment of injuries. Red Cross First Aid Certificate may be earned by those who pass the examination. Laboratory fee: \$30.00

P.E. 350 Sports Information 2 hours

Examination of the varied duties and functions of the sports information director. Special emphasis will be on writing general press releases, fact sheets, and special features; special

team and individual promotions, and proper press box procedures, statistics and reporting results. Some attention will be given to photography and use of media.

P.E. 355 Coaching Sport 2 hours

Basic philosophy and principles of athletics as integral parts of physical education and general education. State, local and national regulations and recommendations related to athletics; legal considerations; function and organization of leagues and athletic associations; personal standards and responsibilities of the coach as a leader; public relations; general safety procedures; general principles of budgets, records, purchasing and facilities.

P.E. 360 Measurement and Evaluation 2 hours

Development of an understanding of the formulative and summative evaluation process in the cognitive, affective, and psychomotor domains of physical education. Emphasis is given to data-collection techniques (measurement), data manipulation (statistics), and data evaluation.

P.E. 380 Introduction to Recreation 2 hours

Theory of recreation and its role in increased leisure. Recreation as a profession.

P.E. 385 Fundamentals of Camping 2 hours

History and philosophy of camping; organization of established camping principles and applied techniques of camping; supervision of counselorship in established camps.

P.E. 386 Therapeutic Use of Leisure 2 hours

Leisure activities for the maintenance of healthy levels of fitness within limitations of disability; physical and social skills directed toward rehabilitation; meeting needs of disabled individuals based upon abilities, interests, limitations and psychosocial characteristics.

P.E. 390 Recreation Leadership 4 hours

Philosophy of American recreation and community organization for leisure time activities. Recreational activities, practice in the leadership of games, informal dramatics, rhythmic, camp craft, and playground activities, with a two-hour lab for handcrafts.



**P.E. 475 Organization and Administration
of Physical Education
and Athletics**

4 hours

Administrative construction of proper relationships and procedures in health, physical education, and athletics. Required of senior majors; open to others with department approval.

**P.E. 476 Management and Organization
of Leisure Services**

2 hours

Treatment of management principles and practices and personnel administration: development of management skills; overview of personality and motivation theories serves as a basic focus. Analysis of leisure organizations, including theoretical concepts of organizational planning, goal-setting, executing, and evaluating. Mode of motivation and the impact of individual and group structure.

P.E. 480 Teaching Physical Education

4 hours

Survey of the field and current methods, materials, and techniques pertinent to teaching physical education. Concepts and projects include teaching models, theory and style; learning theory; objectives; and micro- and mini-teaching modules in information processing, individualization, discipline, feedback, and guided discovery.

**P.E. 481 Elementary School
Physical Education**

2 hours

Teaching physical education at the elementary level. A study of this age group's physical, motor, social, and emotional development, plus activities contributing to proper physical development.

P.E. 485 Participation in Coaching

2 hours

Required participation and scheduled seminars for those with no coaching experience. Student is assigned for a sport season to assist in coaching at the interscholastic or intercollegiate level. Assignment of students shall be dependent on master of the sport. *Prerequisite: Permission of the department head.*

P.E. 487-488 Independent Study

2 or 4 hours each

P.E. 490 Senior Project

2-8 hours

P.E. 426 Kinesiology

2 hours

Anatomy and mechanics applied in the study of the human body during physical exercise; with special emphasis on the analysis of motion in specific sports skills and exercise patterns. *Prerequisite: Biology 167.*

P.E. 427 Physiology of Muscular Activity

2 hours

Anatomy and physiology applied in the study of the human body during physical exercise; with special emphasis on the application of physiological variables in specific sports skills and exercise patterns. *Prerequisites: Biology 167.*

**P.E. 470 Contemporary Problems in
Health**

2 hours

Study of current health problems, including mental health, nutrition, accidents, physical fitness, and drug education.

**P.E. 471 Planned Family and Sex
Education**

2 hours

Methods and techniques of teaching sex education in the educational system, including such topics as dating, marriage adjustments, pregnancy and the reproductive systems, family planning and fertility control, and divorce.



Physics

Arthur Z. Kovacs, *Department Head*

Stanley L. Becker

H. William Leech

AIMS

To introduce students to the current body of knowledge expressing the physicist's concepts of the universe and its physical laws; to provide courses serving the needs of both physics majors and liberal arts students who are interested in the physical and life sciences, medicine, optometry, therapy, engineering, and teaching. Students may choose from a variety of courses to satisfy a distribution requirement, to attain enough competence for a future career in a related field, or to attain sufficient breadth and depth to pursue an advanced degree in physics.

REQUIREMENTS FOR FIELD OF CONCENTRATION

A minimum of 36 hours in the department, including Physics 201, 202, 251, 252, 261, 262, 300, 301, 314, 316, 318, and either 305-306 or 303, plus a Senior Project. Those students expecting to do graduate work are urged to take Physics 221, 222, and both 305-306 and 303. Mathematics and chemistry are strongly recommended as related fields.

A combined plan with Columbia University, a dual-degree program with Georgia Institute of Technology, and a Three-Two Plan with Washington University are available to students interested in various engineering or industrial management degrees. Special programs are offered in cooperation with the Education Department for students interested in meeting the demand for

teachers of physics, particularly in upper middle and secondary schools. The required courses in the Physics Department are the following 28 hours: Physics 201, 202, 221, 251, 261-262, 300, 301. See the Education Department listings for additional required courses in that department. A second teaching field is required. Additional courses in Computer Science, General Science and Physics are suggested for additional interest.

Students interested in careers in engineering, industrial management, mathematical modeling, etc., which might require a background in physics-mathematics-economics-chemistry are encouraged to speak to the appropriate department head or the director of interdisciplinary studies if they wish to design an interdisciplinary program of study more suited to their career goals than a traditional departmental program.

Phys. 101-102 Introductory Physics 4 hours each
First semester: mechanics, heat, and wave phenomena. Second semester: electricity and magnetism, light, and selected topics in atomic and nuclear physics. The presentation is suitable for students whose mathematical preparation goes no further than algebra and the elements of trigonometry. No calculus is used. *Three hours of lecture and two hours of lab each week.*

Phys. 201-202 General Physics 4 hours each
Subject areas covered are the same as in Phys. 101-102. However, the general level of sophistication is higher, the scope broader, and calculus is used. Specifically intended for science and engineering students taking at least a concurrent course in calculus. *Three hours of lecture and two hours of lab each week.*

Phys. 221 Introductory Electronics 4 hours
Introduction to electrical and electronic circuits and their elements, with an emphasis on applications. *Prerequisite: Phys. 101-102 or Phys. 201-202, or permission of the head of the department.*

Phys. 222 Digital Electronics 4 hours
An introduction to digital electronics with applications in instrumentation and computer electronics. Topics include Boolean Algebra, basic gates, logic families, encoders-decoders, astable/monostable multivibrators, flip-flops, counters, read-outs, shift registers, bi-directional bus structure, serial-parallel/parallel-serial data conversion, D to A and A to D conversion. Three hours of lecture and two hours of lab each week. *Prerequisite: Math 103 or equivalent or permission of the head of the department.*

Phys. 251 Mechanics I 4 hours
Particle mechanics; central force motions; motions of rigid bodies; free, forced, and coupled oscillations; rotations about an axis; moving coordinate systems; conservation theorems. *Prerequisite: Phys. 201-202 or permission of the head of the department.*

Phys. 252 Mechanics II 2 hours
Lagrange's equations, relativistic mechanics, mechanics of continuous media, and theory of small vibrations. *Prerequisite: Phys. 251.*

Phys. 261 Electricity and Magnetism I 2 hours
Electrostatics, magnetostatics, and scalar and vector fields. *Prerequisite: Phys. 201-202 or permission of the head of the department.*

Phys. 262 Electricity and Magnetism II 4 hours
Multi-pole expansion of the potential, Poynting's vector, electrodynamics, Maxwell's equations, boundary conditions, and wave propagation. *Prerequisite: Phys. 261.*

Phys. 300 Modern Physics 4 hours
A presentation, based on mathematical and physical reasoning, of the foundations of modern physics. Treats the subjects of special relativity, kinetic theory, atomic theory, and introductory quantum mechanics on the level of the Schrodinger equation. Intended for chemistry, mathematics, physics, or pre-engineering majors. *Prerequisite: Phys. 201-202 or permission of the head of the department.*

Phys. 301 Advanced Physics Lab I 2 hours

Offered concurrently with Phys. 300 to provide more experience with problem solving and to provide a laboratory experience where many of the landmark experiments carried out in the developing stages of modern physics can be repeated. The student may also conduct several computer simulated experiments.

Phys. 303 Statistical Thermodynamics 4 hours

Study of macroscopic systems of many atoms or molecules which provides an introduction to the subjects of statistical mechanics, kinetic theory, thermodynamics, and heat. Material emphasizes concepts useful to those majoring in physics, chemistry, and pre-engineering. *Prerequisite: Physics 201-202.*

Phys. 305 Geometric Optics 2 hours

The study of light from a non-wave theory standpoint. This course includes the study of reflection, and optical instruments. *Prerequisite: Phys. 201-202 or permission of the head of the department.*

Phys. 306 Physical Optics 2 hours

A continuation of Phys. 305, including wave theory of light. Topics covered in this course include interference, dispersion diffraction, polarization, and electro-magnetic nature of light. *Prerequisite: Phys. 305.*

**Phys. 314 Introduction to Classical
Quantum Mechanics** 2 hours

Continuation of the study of classical quantum mechanics begun in Phys. 300. Topics include the three-dimensional Schrodinger equation, selection rules, addition of angular momentum, fine structure in hydrogen, exchange symmetry, the Zeeman effect, and stimulated emission.

**Phys. 316 Selected Topics in
Solid State and
Nuclear Physics** 2 hours

Continuation of the study of modern physics. Topics include molecular bonding and spectra, free-electron theory of metals,

band theory of solids, superconductivity, nuclear shell model, radioactivity, nuclear reactions, and elementary particles.

Phys. 318 Advanced Physics Lab II 2 hours

Experiments concerning topics covered in Phys. 314 and 316 will be emphasized.

Phys. 322 Spectroscopic Analysis 2 hours

Photography and analysis of spectra, including: study of flame and arc spectra; use of grating and prism spectrographs, comparator, densitometer and conversion technique; applications of spectral analysis. *Prerequisite: Permission of the head of the department.*

Phys. 477 Seminar in Physics 2 hours

Survey of physics for review and correlation of various fields within the discipline. *Prerequisite: Permission of the head of the department.*

**Phys. 480 Methods and Materials in
Teaching Physical and
Life Sciences** 4 hours

For course description see General Science 480. (May be taken for credit as Education 480.)

**Phys. 487-488 Independent
Study** 2 or 4 hours each**Phys. 490 Senior Project** 2-6 hours

Research problems in theoretical or experimental physics. Experimental physics is offered in such areas as: vacuum systems, machine tool operation, electron systems, spectroscopy, electron microscopy, microwave propagation, nuclear radiation and computer science. Theoretical physics projects are unlimited in scope and are arranged through consultation with the student's faculty advisor.

Psychology

J. Trevor Peirce, *Department Head*

T. Gale Thompson

John H. Hull

AIMS

To assist the student in gaining a basic knowledge of psychology as the science of human behavior; in developing social awareness and social adjustment through an understanding of the fundamental similarities and differences among people; to encourage both original and critical thinking; and to give background preparation for professions which deal with individual and group behavior.

TWO PLANS OF CONCENTRATION

Two plans of concentration are offered — one leading to the Bachelor of Arts degree and the other to the Bachelor of Science degree.

The Bachelor of Arts plan is designed for the student who, while not wishing to pursue psychology in its professional scientific aspects, does wish to explore in some depth those areas of psychology that are applicable to his or her future life as an intellectually rounded and responsible citizen. The program is particularly relevant to individuals who are interested in working in the mental health professions or counseling either as paraprofessionals or in fields such as psychiatric social work, school psychology, rehabilitation, or guidance counseling. This program is not intended for those planning to enter regular graduate programs in psychology.

The Bachelor of Science plan is for those students



who are interested in the scientific aspects of psychology — particularly for those who are considering graduate work in psychology. The department, in good conscience, will not be able to recommend to Ph.D. programs in psychology any student who has not completed the requirements of this plan.

SEMESTER AT MERRILL-PALMER INSTITUTE

Cooperative arrangements with the Merrill-Palmer Institute in Detroit give psychology students the opportunity to spend a semester at the Merrill-Palmer Institute which has exemplary facilities for study and first-hand experience in various aspects of urban social work and counseling. Students contemplating a semester at Merrill-Palmer should discuss this with their advisors and with the Registrar well ahead of time. No more than one semester of credit (16 semester hours) from Merrill-Palmer may be counted toward the Bethany degree, and the student must plan to be in residence at Bethany during the last semester of his or her senior year.

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE

The Bachelor of Arts degree requires a minimum of 24 hours in the department (including Psychology 100, 103, 399, and 477) plus a Senior Project. Depending upon the direction of the student's interests, the department sees as particularly useful and relevant courses in sociology, philosophy, child and adolescent development, biology, and the history of scientific thought.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE

The Bachelor of Science degree requires a minimum of 30 hours in the department, including Psychology 100, 103, 303, 311, 312, 399, and 477, as well as a Senior Project. Six hours are also required in natural science. Two of these must either be in physiological psychology (Psychology 335) or in biology courses stressing animal biology, physiology, or genetics. The remaining four hours may be in similar biology courses, physics, or chemistry (including General Science 102).

Students planning on graduate school are also advised to take at least one course in calculus and to obtain some skills in programming and use of the computer. It should also be kept in mind that most graduate schools require Ph.D. candidates to show a reading knowledge of one or two foreign languages, usually French, German, or Spanish.



Psych. 100 or its equivalent is prerequisite to all other courses in the department unless specifically exempted in a course description.

Psych. 100 General Psychology 4 hours

Introduction to the general field of psychology, including learning, motivation, sensation, perception, cognition, personality, abnormal behavior, testing, physiological psychology, and social psychology. During the academic year, the course is offered in two formats. In the Fall semester, there are three hours of lecture and two hours of lab each week, plus three hour exams and a final examination. In the Spring semester, there is but one formal lecture hour per week and a two hour lab as the course follows a modified individualized-learning format wherein students may progress at their own rate, taking quizzes on the various sections of the course when ready. Grading is based on the number of sections mastered plus the number of point accumulated in course-related activities. A full-semester course.

Psych. 103 Quantitative Methods in Psychology 4 hours

An introduction to the basic problems and techniques of measurement in psychology and to basic statistical techniques used in psychological research. This course also includes an introduction to designs for research and experimentation. Highly recommended for those planning to take upper-division courses in psychology and required of all psychology majors. Majors should plan to enroll concurrently in Psych. 203. *Four lectures and one lab each week during the first half of the semester, two lectures and one lab each week in the second half of the semester.*

Psych. 180-189 Special Topics in Psychology

Seminars in this category take up special topics of mutual concern to staff and students.

Psych. 186 Psychology of Consciousness 2 hours

Consideration of the nature of human consciousness, concentrating upon both normal consciousness and altered states of consciousness resulting from dreams, hypnosis, biofeedback, drugs, and meditation. Emphasis is given to recent explorations concerning two major modes of consciousness: the intellectual and the intuitive. Does not fulfill distribution requirements in the physical and life sciences. Full semester course. *Two, one-hour meetings each week.*

Psych. 187 Evolution, Ethology, and the Nature of Man 2 hours

This course examines the various models or images of man that have been introduced in recent years by students of ethology, evolutionary biology and sociobiology. Attention also is given to a few of the ways in which humanist and religious thinkers have attempted to integrate these new models. *Two one-hour meetings per week.*

Psych. 203 Experimental Research 2 hours

An intermediate-level review of content and method in experimental psychology, with emphasis upon learning, motivation, and perception. Psych. 103 must be taken in the same semester. Two lectures and two labs per week.

Psych. 275 Student Development in Higher Education 2 hours

(See Education 275.) Does not fulfill distribution requirements in the physical and life sciences.

Psych. 287 Organizations and Human Behavior 4 hours

(See Econ. 287.)

Psych. 311 Experimental Psychology I 4 hours

Encourages the student to become conversant with the basic factual and theoretical content of experimental psychology at an intermediate level, and to engage in experimental work in the areas of sensation, perception, and cognitive processes. Full-semester course. *Prerequisite: Psych. 103, 203. Two lectures and two labs each week.*

Psych. 312 Experimental Psychology II 4 hours

Continuation of Psych. 311, covering the areas of learning, perceptual-motor skills, and motivation. Full-semester course. *Prerequisite: Psych. 103, 203. Three lectures and one lab each week.*

Psych. 315 Modification of Behavior 2 hours

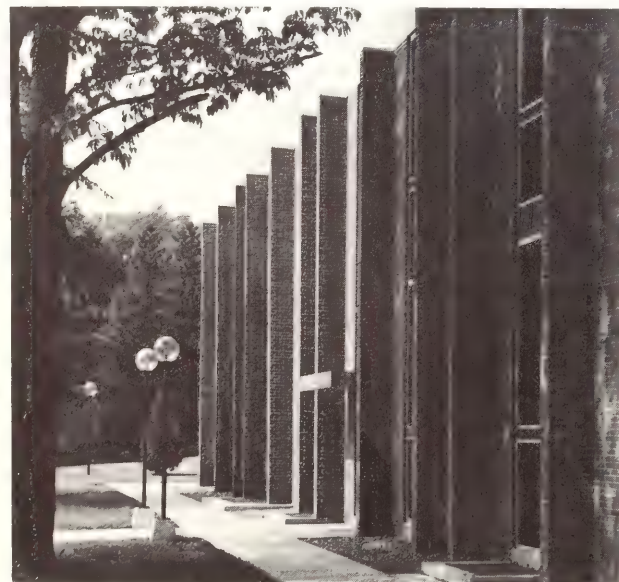
Course has two main aims: to help the student learn systematically to analyze behavior in terms of the S-R-Reinforcement principles as developed by Skinner, Wolpe and others to help the student develop skills in the application of these principles to the modification of behavior in practical situations. Examples of the latter arise in the areas of behavior disorder, child-rearing, the work situation, and habit change.

Psych. 324 Personality and Adjustment 4 hours

Covers major theories of personality and principles of personal adjustment and growth, including development, motivation, dynamics, problems in group living, and intellectual, emotional, and social adjustment. The course should be valuable to the potential doctor, nurse, social worker, child-care worker, teacher, or parent. Full semester course. *Three lectures and one lab each week.*

Psych. 325 Behavior Disorder and Treatment 4 hours

The development, dynamics, social significance, and theoretical implications of deviant behavior. While the traditional psychiatric diagnostic categories are studied, there is strong emphasis upon alternative approaches in the medical model of abnormality. The concepts of normality and abnormality in relation to cultural norms and stereotypes are examined in depth. The course should prove particularly useful to students planning on a career in the helping professions. Full semester course. *Four lectures each week.*

**Psych. 326 Experimental Social Psychology** 4 hours

Aspects of social behavior and specific social issues are examined within the context of theory and experimental research. Topics include social factors in the development of morals; cooperation and competition; aggression; racial and social-class differences in personality, motivation, and language; attitudes and attitude change; authoritarianism and obedience; interpersonal and group processes (affiliation, attraction, perception, conformity, and leadership); and discussion of drug and sex issues. Full-semester course. *Four lectures each week. Prerequisite: Psych. 100 if course is to be counted as psychology. Soc. 100 and Psych. 100 if course is to be counted as sociology.*

Psych. 327 Seminar in Theories and Techniques of Psychotherapy and Counseling 4 hours

Provides the student with a basic knowledge of the varied theories and techniques used in professional psychotherapy and counseling. Both academic and experiential learning are included, which should be particularly useful to students interested in going on into one of the helping professions such as clinical psychology, psychiatry, social work, school psychology, counseling, or occupational therapy. *Prerequisites: Psych. 100 and 324 or 325 plus permission of the instructor.*

Psych. 328 Human Sexuality 4 hours

Examination of the various psychological, biological, social, comparative, legal, and ethical aspects of human sexuality. In addition to sexual anatomy, physiology, birth control, and venereal disease, the course takes up current issues such as sex-role development, sex reassignment, and sex therapy. Does not fulfill distribution requirements in physical and life sciences. (May be taken for credit as Education 328.)

Psych. 333 Educational Psychology 2 hours

Study of the application of psychological principles to the field of education. Included are the areas of learning, transfer of training, individual differences, motivation, and behavior modification as they apply to education. Half-semester course. (May be taken for credit as Education 333.) *Prerequisite: Four hours of general psychology.*



Psych. 335 Biological Bases of Behavior 2 hours

Examines the neural and biochemical substrates of the more important aspects of animal and human behavior. Half-semester course. *Three hours of lecture and one lab each week.*

Psych. 399 Junior Preparation 4 hours

This course is designed to help students round out their background in the content and methods of psychology in preparation for their senior year. An intensive review of the various fields of psychology is undertaken and students engage in tutoring and proctoring in the General Psychology course. Methods of field research and program-evaluation strategies are studied. *A full-semester course meeting three hours per week.*

Psych. 415 Systematic Psychology 4 hours

Examination of the systematic positions and theories that have been important in the history of psychology, as well as a brief review of the philosophical bases underlying these positions. Full-semester course. *Four lectures each week.*

Psych. 477 Senior Seminar 2 hours

An introduction to professional opportunities in psychology and related fields and an exploration of value and ethical consideration. Continued guidance on senior project and senior comprehensive examinations also will be provided during the course.

Psych. 480 Methods and Materials in Teaching Psychology 4 hours

Study of the methods and materials used in teaching psychology in the secondary school. The course has a systematic and experimental emphasis. (May be taken for credit as Education 480.) *Prerequisite: 16 hours of psychology.*

Psych. 487-488 Independent Study 2 or 4 hours each

Psych. 490 Senior Project 2-8 hours.



Religious Studies

Richard B. Kenney, *Department Head*

Hiram J. Lester

Burton B. Thurston

Daniel M. Lowy

AIMS

The department desires to continue the historic interest of the College in the intellectual, spiritual, and social development of the community. Students are encouraged to join in the exploration of thought and research in the field of religious studies. Biblical studies form the central core of departmental offerings. In addition, each student also examines the relationship between religion and culture (both ancient and modern). The personal integration of knowledge and faith for an understanding and appreciation of value systems is a conscious goal of the department.

The department's aims are future-oriented. Rather than teaching a particular point of view, the department seeks to assist the student in learning how to acquire, evaluate, and use religious knowledge. Each course is consciously designed to enhance the student's efforts to interrelate his or her varied academic, social, and personal experiences.

REQUIREMENTS FOR FIELD OF CONCENTRATION

A minimum of 24 hours (excluding Religious Studies 100) in the department, a Senior Project,

and the successful completion of the Senior Comprehensive Examination constitute the stated requirements of the department.

The Comprehensive Examination in Religious Studies emphasizes Biblical studies, early Christianity, and contemporary religious thought and culture.

Students electing the field of religious studies are strongly urged to develop a proficiency in one or more foreign languages, to formulate a related field of concentration and to consider spending at least one semester in study abroad.

**R.S. 100 Judaeo-Christian Heritage
and Contemporary Living** 4 hours

Study of the Judaeo-Christian heritage with the aim of understanding how Biblical writers reflect on the basic human and social issues which continue to engage contemporary man. Study is done within a triple context: (1) the Biblical tradition; (2) the liberal arts tradition of Bethany College; and (3) contemporary questions.

R.S. 285 Meditative Poetry 4 hours
(See English 285.)

R.S. 286 Cosmic Warfare 4 hours
(See English 286.)

**R.S. 300 Old Testament Literature
and Thought** 4 hours

Study of the development of Israelite religion and its institutions, the history of the various types of Old Testament literature, and the thought and theological motifs of Old Testament writers. Students will be assisted in acquiring a developmental understanding of Old Testament religion and an appreciation of its continuing value. *Prerequisites: R.S. 100 and permission of the instructor.*

R.S. 302 Wisdom Literature 2 hours

Critical and appreciative reading of the literature of the Old Testament wisdom school (Proverbs, Job, and Ecclesiastes). Students are assisted to understand the ways in which the wisdom school sought to understand man, his meaning and destiny, his social relationships, and the meaning of history.

**R.S. 304 Mission and Message
of the Prophets** 2 hours

Critical and appreciative reading of selected writings of the classical prophets of ancient Israel (Amos, Hosea, Isaiah, Jeremiah, and Ezekiel). Students are assisted to understand the major ideas of the prophets and the relationship of these ideas to the issues facing both ancient and modern man.

R.S. 311 Studies in the Gospels 4 hours

Students are assisted in developing the means to discern the message of the different gospel writers. While concentrating on the Gospel of Mark, the course equips the student to do basic study in any of the Gospels. *Prerequisites: R.S. 100 and permission of the instructor.*

R.S. 312 The Pauline School 4 hours

Students are assisted in developing an understanding of the Apostle Paul as a man, his thought, his place in early Christianity, the thoughts of his disciples and his opponents. *Prerequisites: R.S. 100 and permission of the instructor.*

R.S. 313 The Revelation of St. John 2 hours

Students are assisted in developing a facility to understand the message of the Revelation of St. John and other apocalyptic materials, to explore the history of apocalyptic imagery and literary relationships, and to discover the backgrounds and causes of the rise of the apocalyptic movement.

R.S. 314 The Gospel of John 2 hours

The student will study the Fourth Gospel as an important document in the history of religions, as a special literary form and composite, as a witness to the historical Jesus, and as a continuing witness to faith and to the meaning of human existence.

R.S. 322 Sociology of Religion

2 hours

(See Sociology 356.)

R.S. 333 Catholic Theology in Transition

2 hours

The changes in Roman Catholic theology and church life which led to and result from the Second Vatican Council. Readings from conciliar and papal documents, beginning with the Syllabus of Pius IX, and from such theologians as Kung, K. Rahner, Teilhard, Congar, and Murray.

R.S. 336 20th Century Protestant**Thought**

4 hours

Students read and discuss the work of leading 20th century Protestant thinker as Paul Tillich, Karl Barth, Dietrich Bonhoeffer, and the Niebuhrs.

R.S. 341 Hinduism and Buddhism

4 hours

Students explore the chief features of Hinduism and Buddhism. The course begins with an examination of the history, ritual, and ethics of Hinduism. Special readings focus on the *Upanishads* and *Bhagavad-Gita*. The student will then survey the life and teachings of the Buddha and Buddhism's development into its Theravada and Mahayana forms (including Zen).

R.S. 342 The Religions of China

2 hours

Students explore the chief features of Confucianism and Taoism. The course begins with a consideration of the most ancient features of Chinese religion and will focus then on a careful reading (in translation) of Confucius' *Analects* and Lato Tzu's *Tao-te-ching*.

R.S. 351 Ancient Near Eastern**Civilization**

4 hours

This course introduces the students to the historical development of life, culture, and religions of Mesopotamia, Egypt, and the Syro-Phoenician coast, including international relations from pre-history to Alexander the Great. (May be taken for credit as History 351.)

R.S. 352 Islamic Religion and Culture

4 hours

Study of the life and background of the prophet, the *Qur'an*, the development of Islamic thought, and the early Islamic empires.

**R.S. 353 Hellenistic Civilization**

4 hours

Development of an acquaintance with the Graeco-Roman Oriental world based on a survey of social and cultural developments from Alexander the Great to Julius Caesar. (May be taken for credit as History 353.)

R.S. 361 American Catholicism

2 hours

A descriptive study of contemporary American Catholicism and its roots. The course emphasizes such topics as: modern Catholic worship, the crisis of authority, the "immigrant church," the church and political life, Catholic education, and the charismatic movement.

**R.S. 362 American Judaism**

2 hours

A descriptive study of contemporary American Judaism and its roots. The course emphasizes the life-cycle customs of Judaism. Jewish holidays are studied in the context of Jewish history. The course seeks to develop a broader understanding of the modern Jewish community in the United States and is supported by a grant from the Jewish Chautauqua Society.

R.S. 370 Renaissance and Reformation History

4 hours

The course will trace briefly the development of the Renaissance and will concentrate on the chief reformers of the sixteenth century — Zwingli, Luther, and Calvin.

R.S. 373 History of Early Christianity

4 hours

Introduction to the origins and expansion of Christianity from the period of Augustus Caesar to Constantine. The problems of institutions, consolidation, varieties, divisions, and unification will be explored in historical context.

R.S. 374 History of Eastern Christianity

4 hours

A study of the development of the Eastern Roman Empire and Byzantine Christianity from Constantine to the fall of Constantinople. Special attention will be given to the Eastern Fathers in both the Greek and Semitic developments of the church.

R.S. 376 History of Medieval Christianity

4 hours

Examination of the major developments within European Latin Christianity between the sixth and fourteenth centuries. Topics covered include: the conversion of Europe; relationships between church and state; contacts and conflicts with Byzantine Christianity and Islam; monasticism; the development of theology and Christian culture; reform, dissent, heresy and schism.

R.S. 381 Church Leadership Practice

2 hours

Development of an understanding of the theory and practice of public worship, preaching, and church program planning.

R.S. 383 Introduction to Bioethics

4 hours

Consideration of the religious and ethical dimensions involved in human decisions concerning abortion, artificial birth control, genetic planning, euthanasia, organ transplants, medical experiments on human subjects, and various forms of behavior modification.

R.S. 487-488 Independent Study

2 or 4 hours each

R.S. 490 Senior Project

2 to 8 hours

Social Sciences

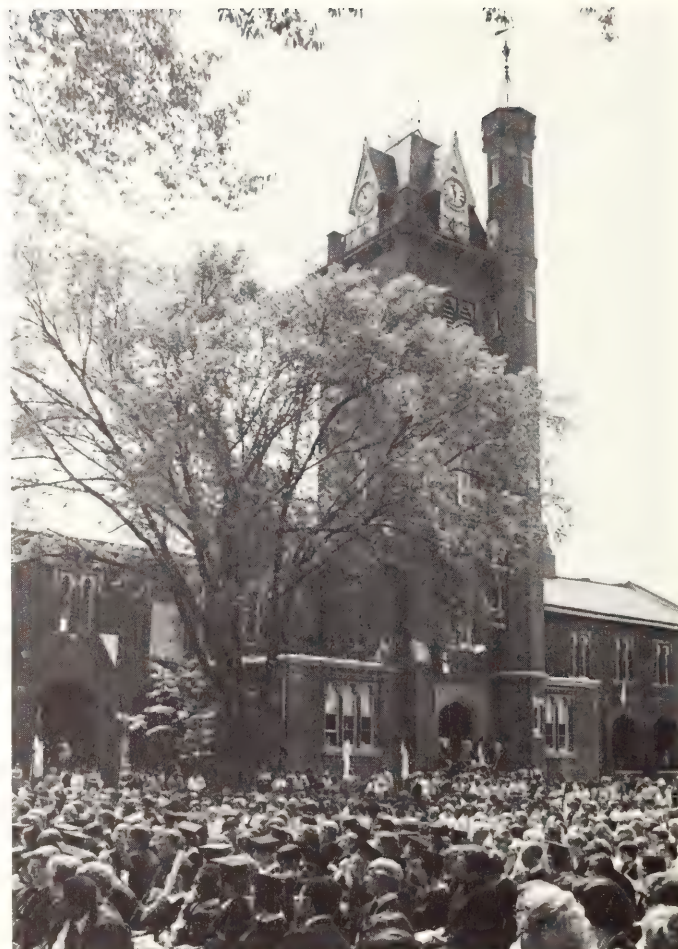
Social Sciences is a grouping of courses only. It is not a separate department. Students who participate in such programs as the American University Washington Semester and other similar off-campus programs may receive credit in this area.

Students majoring in History, Political Science, Economics or Sociology who wish to be recommended for state certification in Social Studies must complete the following courses: History 100, 201, 202, 225; Soc. 100 or 320; Eco. 200; G.S. 202 or Soc. Sci. 302; Pol. Sci. 225, as well as 24 hours in their major field. See the Education Department listings for required Professional Education courses.

Soc. Sci. 302 World Geography 2 hours
Study of the physical, social, and political geographic factors of the world. Recent changes in Europe, Asia, and Africa are discussed.

Soc. Sci. 320 Cultural Backgrounds of British Literature 4 hours
Survey of British history from the Celtic times to the present. Major political developments such as the development of parliamentary government and the constitution are taken into account, but major emphasis is placed on extra-political matters such as the development of the English language, music, art, architecture, drama, the English church, education, and domestic life. Every effort is made to take advantage of the locale to visit museums, castles, cathedrals, universities, Parliament, theatres, and concert halls. Taught in Oxford, England.

Soc. Sci. 365 Society and Schools 2 hours
A study of the role of schools in a society, of the school as a formal and informal organization, and of the function of schooling. The course will utilize the methodologies of the disciplines of education, sociology, and other social sciences. Case studies and on-site observations combine with a variety of readings to provide a wide range of viewpoints for students to evaluate.



Soc. Sci. 480 Methods and Materials in Teaching Social Studies 2 hours
Nature, objectives, and curricula of social studies in junior and senior high schools. Concepts and methods of approach are emphasized. Methods, techniques, teaching aids, resource units, lesson plans, evaluation, and teaching reading and study skills. (May be taken for credit as Education 480.)

Sociology and Social Work

Lynn F. Adkins, *Department Head*
Roy N. Martin

AIMS

To acquaint students with basic theories, research techniques, and applied practices in sociology, social work, and anthropology, and to prepare students for graduate study in these disciplines, or to enter professions in community service and other fields which require a knowledge of social relations.

REQUIREMENTS FOR FIELD OF CONCENTRATION IN SOCIAL WORK

A minimum of 36 hours in the Department, including Sociology 100, 208, 209 and Social Work 120, 200, 230, 350, 352. A field placement experience will be required during the senior year, plus a senior project. Social Work 120 or permission of the department head is a prerequisite to all courses in social work.

Soc. 100 Introduction to Sociology 4 hours
Introduction to basic concepts and perspectives of the study of society. Includes analysis of principal institutions and social processes.

Soc. 200 Sociological Theory 4 hours
Examination of social thought with primary emphasis upon the principal theorists from the 19th century to the present.

Soc. 205 Social Problems 4 hours
Though emphasis and illustrations will vary as the scene changes, the course is built on the analysis of fundamental and continuing problems and dilemmas, such as crime and delinquency, racial and ethnic relationships, health care and maintenance, employment, housing, poverty, and environmental issues.

Soc. 208 Research Methods and Statistics I 4 hours
Some of the more common methods and statistics used in social research. Includes introductory practical experience with statistical program packages in computing.

Soc. 209 Research Methods and Statistics II 4 hours
The student is guided through the formal process of designing an empirical project. Emphasis is placed upon systematically reviewing relevant literature and justifying decisions concerning techniques to be used. Includes hypothesis formation and testing, methods of data collection and analysis, and problems of sampling. *Prerequisite: Soc. 208.*

Soc. 309 Formal Organization 4 hours
Analysis of commercial, industrial and public organizations and bureaucracies. Morale, subgroup conflict and cooperation, and the impact of social environment or organizational structure.

Soc. 329 Population Study 2 hours
An introduction to demography. Theories and methods of studies concerning population size and composition. Trends of population change in the world and in the United States.

Soc. 351 The Family 4 hours
Examination of the structure and function of the family as a basic unit of social organization. Changing nature of marriage and the family in American society.

Soc. 353 Social Stratification 2 hours
Study of forms of social stratification and differentiation. Class, prestige and power as the bases of stratification. Theories of the cause of social stratification and social mobility.

Soc. 356 Sociology of Religion 4 hours
Formal religion and its functional equivalents both in primitive and modern societies. The relationship between religion and other social institutions. Religion and social change.

Soc. 361 Deviance and Social Control 4 hours

Sociological perspectives focusing on problems of deviance such as crime, mental illness, and sexual deviation. Institutions of correction and rehabilitation are examined.

Soc. 362 Socialization 2 hours

Study of socialization as a process whereby the individual becomes a functioning member of a group. Processes of resocialization.

Soc. 470 Field Work 2-8 hours

Available to students who are sufficiently advanced in their theoretical and methodological studies to undertake investigation of a practical or theoretical problem in a field setting. *Prerequisite: Permission of Department.*

Soc. 477 Senior Seminar 4 hours

Consideration of conceptual and research problems in a seminar setting. Includes preparation for comprehensive examinations and senior projects.

Soc. 487-488 Independent Study 2 or 4 hours each

Studies may be planned as extensions of, or separate from, existing Department offerings.

Soc. 490 Senior Project 2-8 hours

For students approaching completion of their majors. Designed to help students evaluate their activities in sociology and to integrate their educational experiences.

Anthropology

Soc. 110 Introduction to Anthropology 4 hours

An introduction to the physical, cultural, and technological evolution of man. Investigation of human nature through examination of cultural institutions related to kinship, age, sex, economics and religion.

Soc. 320 Cultural Anthropology 4 hours

Examination of cultural variability in terms of its implications for understanding human nature. Analysis of particular cultural systems and comparative analysis is included.

Soc. 330 Applied Anthropology 4 hours

Planned and directed social and cultural change. An examination of the history, theory and methods of applied anthropology with emphasis upon the dynamics of technological change.

Social Work

S.W. 120 Introduction to Social Welfare and Social Work 4 hours

An examination of the origin and development of social welfare as an institution in the United States. Examination of the role of the social worker, and the place of the profession in society.

S.W. 230 Social Welfare Institutions 4 hours

Critical examination of organized societal response to social welfare need. Conducts a conceptual analysis of the scope and intent of social welfare programs, clarifying the concept of social welfare and showing how welfare intent is carried into constructive social action.

S.W. 220 Social Work Policy and Services 4 hours

Examines the social, political and economic context of social welfare policies and programs. Analysis of specific policy issues and their implications for professional social work practice.

S.W. 350 Social Work Practice and Methods I 4 hours

Basic Theories and concepts undergirding skills for professional social work practice. Study focuses on professional values, social work roles, and social work client relationships. Skills in interviewing, data collection and case recording are explored and practiced.

S.W. 352 Social Work Practice and Methods II 4 hours

In-depth and advanced examination of the social work process. Problem solving and intervention strategies are studied in relation to prevention, maintenance, and rehabilitation. The skill of social work practice is explored in the context of current programs and practice methods.



Theatre

David J. Judy, *Department Head*
Mary Pat Millea

AIMS

To provide students with a working knowledge of the major theatre techniques: acting, directing, production design, and oral interpretation; to acquaint students with the development of dramatic literature and the history of theatre; and to prepare students for graduate work in theatre, for work in professional or community theatre, or for the teaching of the dramatic arts.

REQUIREMENTS FOR FIELD OF CONCENTRATION

Each student is required to complete a minimum of 32 hours in the Theatre Department, exclusive of the Senior Project. The following courses are required: Theatre 145, 151, 152, 154, 217, 220, 222, 255-256, 270, 273, 274, 330, and 477. It is recommended that students also take courses from among the following: English Department courses concentrating on dramatic literature; speech, oral interpretation, and radio-television courses; art and music courses; Philosophy 358; and other courses in the Theatre Department.

For those desiring to be certified to teach theatre in secondary schools, a major in English with a specialty in theatre is mandatory. English 480 is

required for certification. (See also the English Department for the possibility of theatre specialization under Requirements 1 and 2 for field of concentration.)

Each Theatre major must take the comprehensive examination. The examination consists of three parts: the Undergraduate Record Examination, an essay examination, and an oral examination.

Th. 145 Introduction to Dramatic Literature 4 hours

Study of the development of drama as a form of literature, with emphasis upon how to read plays and how to attend performances of these scripts when put to practice. (May be taken for credit as English 145.)

Th. 151 Fundamentals of Set Construction 2 hours

Th. 152 Fundamentals of Theatre Lighting 2 hours

Th. 153 Fundamentals of Costume Design and Construction 2 hours

Th. 154 Fundamentals of Stage Make-Up 2 hours

Th. 155 Puppetry 2 hours

Fundamentals of puppet construction and puppet stage design. Emphasis is placed upon the creation of a puppet program to be presented for public performance in elementary schools.

Th. 206 Interpersonal Communication: Speech 4 hours

(See Communications 206.)

Th. 210 Dance for Non-Dancers 2 hours

The development of beginning dancing skills with emphasis upon improvisational dance modes and creative body language.

Th. 217 Imaginative Writing 2 hours

(See English 217.)

Th. 220 Beginning Acting 2 hours

Movement, various styles, improvisations, projections of character, and speech technique. The course includes a 10-20 minute planned and rehearsed program that demonstrates skills acquired in improvisation and body and voice techniques.

Th. 222 Advanced Acting 2 hours

Scene study as a unit of theatrical form. Scenes from various periods to be directed and performed. Focus on interaction between characters. *Prerequisite: Th. 220.*

Th. 230 Children's Theatre 2 hours

The development of techniques required for performing before children. Focus is upon the preparation of a complete children's theatre project to be presented before groups of young people. *Prerequisite: Th. 220.*

Th. 255-256 Great Plays 2 hours each

(See English 255-256.)

Th. 270 Shakespeare 4 hours

(See English 270.)

Th. 273 British Drama to 1901 2 hours

(See English 273.)

Th. 274 British and American Drama in the Twentieth Century 2 hours

(See English 274.)

Th. 307 Interpersonal Communication: Oral Interpretation 2 hours

(See Comm. 307.)

**Th. 330 Beginning Direction**

2 hours

Fundamentals of staging: blocking, movement, stage business, tempo, script analyses, casting, and rehearsal planning. The course includes preparation of a prompt book for a one-act play to be directed for public performance. *Prerequisite: Th. 220.*

Th. 477 Senior Seminar

2 hours

Reading, criticism, and research designed to review and correlate a student's work in the Theatre Department. *Prerequisite: All required courses in the department and at least one advanced seminar.*

Th. 480 Methods of Teaching English and Theatre

2 hours

Study of methods and materials used in teaching English and theatre. The teaching of high school composition and literature. Literary analysis, systems of grammar, and reading improvement. (May be taken for credit as Education 480.)

Th. 487-488 Independent Study

2 or 4 hours each

Individual study in any area of theatre or English in which the student is qualified to work independently. Independent study is offered only in areas not included in other courses in the English and Theatre Departments. *Prerequisites: Demonstrated proficiency in expository writing, adequate preparation to undertake the study as determined by the instructor, and permission of the head of the department.*

Th. 490 Senior Project

2 or 4 hours

During the junior year each theatre major must present for the approval of the department a prospectus for a major project in acting, directing, production design, or the history of theatre. During the senior year the theatre major must successfully complete this project and defend it in oral and/or written form. Acceptable projects include a solo performance at least one hour in length; the direction of a full-length play; the design and/or the execution of the lighting, settings, or costumes for a full-length play; or a study of a specific aspect of theatre history. *Open only to senior theatre majors.*

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A.B., Transylvania College; B.D., S.T.M., Yale University; A.M., Ph.D., The University of Chicago.

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B.A., Bethany College; M.Div., Yale University; University of Buffalo; West Virginia University.

JOHN S. CUNNINGHAM, *Dean of Students.* (1967).

B.S., Slippery Rock State College; M.Ed., Kent State University; West Virginia University.

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University of Dijon; B.A., Bethany College; M.A., and Prof. Dipl., Columbia University; University of Pittsburgh; University of London; University of Pennsylvania; University of Cambridge; LL.D., Bethany College; LL.D., College of Steubenville; LL.D., Drury College.

JOHN J. KNIGHT, *Professor of Physical Education Emeritus.* (1930-1970).

B.A., West Virginia Wesleyan College; M.A., Ohio State University; University of Michigan.

BENJAMIN C. SHAW, *Professor of History and Political Science Emeritus.* (1935-1967).

B.A., Rollins College; M.A., Ph.D., University of North Carolina; American Academy in Rome; Royal University, Perugia, Italy.

EARL D. MCKENZIE, *Professor of Foreign Languages and Head of the Department Emeritus.* (1937-1972).

B.A., Brown University; M.A., Columbia University; M.Litt., Ph.D., University of Pittsburgh; University of Frankfurt am Main; Yale University; University of Paris.

BRADFORD TYE, *Associate Professor of Mathematics and Head of the Department Emeritus*. (1943-1973).
B.S., Alma White College; M.S., New York University; Rutgers University; Columbia University; University of Pittsburgh.

MARGARET R. WOODS, *Associate Professor of Foreign Languages Emeritus*. (1943-1961).

B.A., Wellesley College; M.A., Pennsylvania State University; Middlebury College; Columbia University; Colorado College; University of Besançon; University of San Luis Potosi.

GEORGE K. HAUPTFUEHRER, *Professor of Music and Head of the Department Emeritus*. (1945-1977).

B.A., B.M., Friends University; M.A., University of Kansas; Pittsburgh Musical Institute; Juilliard School of Music; Indiana University.

S. ELIZABETH REED, *Associate Professor of Physical Education Emeritus*. (1945-1975).

B.A., Muskingum College; M.Ed., University of Pittsburgh; University of Wisconsin; New York University; University of Wyoming; University of Southern California; University of Michigan.

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B.A., M.Litt., University of Pittsburgh; University of Southern California; Pennsylvania State University; Ohio State University.

WINIFRED WEBSTER, *Dean of Women and Instructor in English Emeritus*. (1952-1960).

B.A., University of North Dakota; M.A., Columbia University.

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B.A., B.D., Texas Christian University; LL.D., Texas Christian University; Litt.D., Culver Stockton College; L.H.D., Chapman College; Ed.D., Transylvania University; University of Chicago; Columbia University; Litt.D., University of Cincinnati; Ed.D., Findlay College; Ped.D., Youngstown University; D.B.A., Lawrence Institute of Technology; H.H.D., Bethany College.

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B.A., Bethany College; Marjorie Webster School of Physical Education.

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B.S.Ed., M.A., Ph.D., Ohio State University.

HSIOH-REN WEI, *Professor of Physics and Public Affairs Emeritus*. (1963-1972).

B.A., University of Nanking; Ph.D., University of Chicago.

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B.S., United States Military Academy; M.A., University of Maryland; Catholic University; Laval University.

DOROTHY HUESTIS, *Assistant Professor of Education Emeritus*. (1969-1976).

B.A., M.A., Indiana University.

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B.S. Slippery Rock State College; M.Ed., Pennsylvania State University; Ph.D. Syracuse University; University of Pittsburgh.

Professors

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B.A., Bethany College; M.A., University of Pittsburgh; Ph.D., Columbia University; Oxford University.

J. DANIEL DRAPER, *Professor of Chemistry and Head of the Department*. (1951).

B.S., Franklin and Marshall College; Ph.D., University of Maryland; Michigan State University.

JOHN R. TAYLOR, *Professor of English and Head of the Department of Fine Arts*. (1955).

B.A., Bethany College; M.A., Princeton University; University of Akron; University of Kansas; University of Birmingham, England; University of Edinburgh; Oxford University.

JAMES W. CARTY, JR., *Professor of Communications*. (1959).

B.A., Culver-Stockton; B.D., University of Chicago; M.S., Northwestern University; University of Oklahoma; George Peabody College; Scaritt College; Saltillo (Mexico) State Teachers College; Diploma from National University of Nicaragua; Diploma from University of San Carlos, Ohio University; University of Denver; Universidad Iberoamericana.

RICHARD B. KENNEY, *T.W. Phillips Professor of Old Testament Literature and Head of the Department of Religious Studies*. (1964).

B.A., Washington University; B.D., M.A., Ph.D., Yale University; Basel University; McGill University; University of Tübingen.

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B.A., Bethany College; B.D., Texas Christian University; Ph.D., Ohio State University.

HIRAM J. LESTER, *Professor of Religious Studies and Associate Director of Development*. (1965).

B.A., B.D., Phillips University; M.A., Ph.D., Yale University; Johnson Bible College.

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B.A., Princeton University; Ph.D., University of California.

BURTON B. THURSTON, *Professor of Middle Eastern Studies*. (1970).

B.Th., Northwest Christian College; B.A., Transylvania University; B.D., Butler School of Religion; M.A., Butler University; Th.D., Harvard University; University of Chicago; New York University; University of Tübingen.

ARTHUR Z. KOVACS, *Professor of Physics and Head of the Department* (1978).

A.B., Wabash College; Ph.D., Duke University.

RALPH A. MAGGIO, *Professor of Economics and Business and Head of the Department*. (1978).

B.A., Boston University; M.Sc., Rutgers University; M.B.A., University of Pittsburgh; Ph.D., Ohio State University.

Associate Professors

WILLIAM L. YOUNG, *Associate Professor of History and Political Science and Head of the Department*. (1950).

B.A., Bethany College; M.A., Ohio State University; Columbia University.

JAMES E. ALLISON, *Associate Professor of Mathematics and Head of the Department*. (1964).

B.S., Bethany College; M.A., West Virginia University; Texas Christian University.

GARY E. LARSON, *Associate Professor of Biology and Head of the Department*. (1964).

B.S., M.S., New York State University, Albany; Ph.D., Rutgers University; Albany Medical College.

JOHN D. DAVIS, *Associate Professor of Economics*. (1965).

B.A., American International College; M.A., University of Connecticut; West Virginia University; University of Chicago.

JOHN U. DAVIS, *Associate Professor of Education*. (1966).

B.A., Bethany College; M.A., Columbia University; Ed.D., Columbia University; University of Nebraska; Oxford University.

DAVID J. JUDY, *Associate Professor of English and Theatre and Head of the Department of Theatre*. (1967).

B.A., Denison University; M.A., Western Reserve; University of Mexico; West Virginia University; Oxford University.

A. ROY KIRKPATRICK, *Associate Professor of History and Political Science*. (1967).

A.A., Trenton Junior College; B.S.Ed., Northeast Missouri State Teachers College; M.A., Ph.D., University of Missouri.

STANLEY L. BECKER, *Associate Professor of General Science*. (1968).

B.S., New York State College of Forestry; Ph.D., University of Wisconsin.

ALBERT R. BUCKELEW, JR., *Associate Professor of Biology*. (1969).

B.S., Fairleigh Dickinson University; Ph.D., University of New Hampshire.

RICHARD G. STEBBINS, *Associate Professor of Chemistry*. (1969).

B.A., Wesleyan University; Ph.D., Texas A&M University.

LEONORA B. CAYARD, *Associate Professor of Foreign Languages and Head of the Department*. (1970).

Ph.D., Marburg University; Yale University.

LARRY E. GRIMES, *Associate Professor of English and Director of Liberal Studies*. (1970).

B.A., Bethany College; B.D., Yale Divinity School; Ph.D., Emory University.

PAULINE R. NELSON, *Associate Professor of Foreign Languages*. (1971).

B.A., Upsala College; M.A., Ph.D., University of Pittsburgh.

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B.A., Ottawa University; M.A., Ph.D., Syracuse University.
- T. GALE THOMPSON, *Associate Professor of Psychology*. (1974).
B.A., M.A., Ph.D., University of Missouri.
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B.S., M.S., Ohio University; Ph.D., Ohio State University.
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A.B., Marshall University; M.S.W., West Virginia University; Ph.D., University of Pittsburgh.
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B.S., Boston University; C.P.A.; M.S., Massachusetts State College; Ph.D., Northwestern University.
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B.A., M.A., Ph.D., Michigan State University.
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B.A., West Liberty State College; M.M., West Virginia University; Carnegie-Mellon University.
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B.A., University of Colorado; M.A., Ph.D., The Ohio State University.
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B.A., Bethany College; M.A., West Virginia University; Mississippi State University.
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B.A., Cornell University; M.A., St. John's University; New York University.
- WESLEY J. WAGNER, *Assistant Professor of Art*. (1967).
Pennsylvania Academy of the Fine Arts; Barnes Foundation.
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B.A., West Liberty State College; M.A., Marshall University.
- WALTER L. KORNOWSKI, *Assistant Professor of Art and Head of the Department*. (1968).
B.F.A., Rochester Institute of Technology; M.S., State University College of Buffalo; M.F.A., West Virginia University.
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B.A., Bethany College; M.L.S., Rutgers University.
- MILTON R. SMITH, JR., *Assistant Professor of Chemistry*. (1972).
B.S., Sul Ross State University; Ph.D., Texas A&M University.
- JOHN M. ATKINS, *Assistant Professor of Mathematics*. (1973).
B.S., Marshall University; M.A., West Virginia University; Ph.D., University of Pittsburgh; University of Michigan.
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B.A., M.A., University of South Dakota.
- JAMES E. DAFLER, *Assistant Professor of Physical Education*. (1976).
B.A., Capital University; M.Ed., Ohio University; Marietta College.
- LARRY LEE HOUTS, *Assistant Professor of Biology*. (1976).
A.B., Rockford College; M.S., Florida State University; Ph.D., State University of New York at Albany; Duke University.
- JOHN H. HULL, *Assistant Professor of Psychology*. (1976).
B.S., Alma College; M.A., Ph.D., Kent State University.
- WILLIAM P. CROSBIE, *Assistant Professor of Music and Acting Department Head*. (1977).
A.B., Whittier College, M.M., West Virginia University.
- JAMES J. HUMES, *Assistant Professor of Communications*. (1977).
B.A., Geneva College; M.A., West Virginia University.

JANET LANZA, *Assistant Professor of Biology*. (1977).
B.S., State University of New York at Stony Brook; M.S.,
University of Massachusetts; University of Costa Rica;
Ph.D., University of Connecticut.

SUZANNE CARROLL, *Assistant Professor of Communica-
tions*. (1978).

B.A., St. Mary College; M.A., University of Notre Dame;
Ph.D., Indiana University.

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B.S., M.S., West Virginia University; Ph.D., University of
Maryland.

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Work*. (1978).

B.A., University of Cincinnati; M.Div., Lexington Theologi-
cal Seminary; Ph.D., Drew University.

HUMBERTO RISSO, *Assistant Professor of Foreign Lan-
guages*. (1978).

B.A., University of Chile; M.A., University of Michigan;
Ph.D., University of Miami.

DELLA W. SHELDON, *Assistant Professor of History and
Political Science*. (1978).

B.A., Sacramento State University; Ph.D., Claremont
Graduate School.

BARBARA J. DIVINS, *Assistant Professor of Education*. (1979).
B.A., Indiana University of Pennsylvania; M.S., Slippery
Rock State College; Ed.D., West Virginia University.

THEODORE S. ERICKSON, *Assistant Professor of Mathemat-
ics*. (1979).

A.B., University of South Dakota; M.A., Ph.D.; University of
Massachusetts; University of Wisconsin.

Instructors

SALLY I. DORWART, *Instructor of Physical Education*. (1977).
B.S., M.S., West Virginia University.

DOUGLAS F. BAIN, *Instructor of Physical Education*. (1978).
A.S., Adirondack Community College; B.S., M.S., Springfield
College.

PATRICK J. DUNFEE, *Instructor of Physical Education*.
(1978).
B.S., Shepherd College; M.S., Salisbury State College.

DONNA F. KEITH, *Instructor of Physical Education*. (1978).
B.S., Kent State University; M.S., University of Colorado.

GALE ANN SCHARF, *Instructor of Library Science and Assis-
tant Librarian for Public Services*. (1978).
B.A., Mount Holyoke College; M.S.L.S., Columbia University.

BARBARA L. BOYER, *Instructor in Communications*. (1979).
B.A., Hastings College; M.A., Marshall University.

KURT P. DUDT, *Instructor in Communications*. (1979).
B.S., M.S., Clarion State College.

Adjunct Faculty and Lecturers

MARJORIE T. CARTY, *Lecturer in Foreign Languages*. (1965).
Ph.B., University of Chicago; Clark University; Saltillo
(Mexico) State Teachers College; University of Nicaragua;
Bethany College; West Virginia University; University of
Puerto Rico; Universidad Iberoamericana.

NINA G. MCGOWAN, *Lecturer in Music*. (1966).
B.M., M.M., University of Michigan.

ROBYN R. COLE, *Lecturer in English*. (1968).
B.A., University of Maryland; M.A., University of Georgia;
Ohio University.

WILLIAM B. ALLEN, *Chaplain of the College*. (1970).
B.A., Bethany College; M.Div., Yale Divinity School.

NANCY SANDERCOX, *Lecturer in Library Science and Assis-
tant Librarian*. (1971).
B.A., Bethany College; M.L.S., University of Pittsburgh.

OLIVER MANNING, *Artist in Residence*. (1972).
B.M., Louisiana State College; M.M., Cincinnati College-
Conservatory of Music.

RUTH WESTLAKE, *Lecturer in Communications*. (1975).
B.A., Kent State University; Ohio University.

WALLACE F. WITHAM, *Lecturer in History*. (1976).
B.A., M.A., University of Maine; Ph.D., University of Min-
nesota.

PAUL D. CRISWELL, *Lecturer in Music*. (1978).
B.M., M.M., West Virginia University.

ROBERT NICOLL, *Lecturer in Art*. (1978).
B.A., William Paterson State College; M.F.A., Rochester Institute of Technology.

DANIEL M. LOWY, *Lecturer in Religious Studies*. (1979).
A.B., New York University; M.H.L., Hebrew Union College (New York); D.D., Hebrew Union College (Cincinnati).

J. JAMES MARNELL, *Lecturer in Accounting*. (1979).
B.S., Wheeling College; C.P.A.

MARY PAT MILLEA, *Lecturer in Theatre*. (1979).
B.A., Bethany College.

JAMES WELDON THOMPSON, *Director of Tübingen Program*. (1979).
B.A., M.A., Abilene Christian University; B.D., Union Theological Seminary; Ph.D., Vanderbilt University; University of Tübingen.

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The College Council advises the president of the College on matters of student relations and the impact of policies and practices on student life. Its membership is comprised of senior administration and faculty who are designated by the president, and of presidents of fraternities, sororities and house associations.

The Faculty Senate discusses issues regarding the educational programs of the College and advises the president of academic concerns. Membership includes all department heads, full professors, executive officers, and three other elected faculty members. The Dean of Faculty is president of the Senate.





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Bridgeport, Ohio
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Wellsville, W.Va.
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